

Public Relations Office

Frances Shimer College

1947 - 1948

MOUNT CARROLL, ILLINOIS





FRANCES SHIMER COLLEGE

A FOUR YEAR JUNIOR COLLEGE
(GRADES XI TO XIV)

NINETY-FIFTH YEAR
1947-48



*Member of the North Central Association of
Colleges and Secondary Schools*

*Member of the American Association of Junior Colleges
Member of the Association of Northern Baptist Educational Institutions
Member of the American Council on Education*

MOUNT CARROLL, ILLINOIS

The College reserves the right to make changes in curriculum, regulations and fees.

DIRECTIONS FOR CORRESPONDENCE

In the list below are names and addresses of persons to whom inquiries of various types should be sent. The post office is Mount Carroll, Illinois.

General Policy of the College
Albin C. Bro, President

Requests for Catalogs, Admission of Students
Mrs. Thelma Hommedew, Admissions Secretary

Inquiries concerning Residence Halls
Virginia Weigel, Dean of Students

Payment of College Bills
J. A. Fetterolf, Assistant Treasurer

Questions Relating to the Academic Work of Students
L. Albert Wilson, Dean of the College

Questions Relating to Social Regulations
Virginia Weigel, Dean of Students

Scholarships, Employment, Loans
Mrs. Thelma Hommedew, Admissions Secretary

Requests for Transcripts of Records
Mrs. Mayo Barrett, Registrar



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1946 - 1947 - 1948

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CALENDAR OF THE ACADEMIC YEAR, 1947-1948

Registration and Orientation	Monday, September 15 to Wednesday, September 17
Opening Convocation	Wednesday, September 17
Classes begin, 8:10 a.m.	Thursday, September 18
Last Day for Changes in Registration	Saturday, October 4
Mid-semester	Friday, October 16
Thanksgiving Vacation begins 11:45 a.m.	Wednesday, November 26
Thanksgiving Vacation ends 8:10 a.m.	Monday, December 1
Christmas Vacation begins, 4:10	Friday, December 19
Christmas Vacation ends, 8:10 a.m.	Monday, January 5
Semester Examinations begin	Monday, January 26
First Semester ends	Friday, January 30
Second Semester Opens. Classes begin 8:10 a.m.	Monday, February 2
Last Day for Changes in Registration	Saturday, February 14
Mid-Semester. Spring Vacation begins 4:10 p.m.	Thursday, March 25
Spring Vacation ends, 8:10 a.m.	Monday, April 5
Founder's Day	Tuesday, May 11
Annual May Fete	Saturday, May 22
Semester Examinations begin	Monday, May 31
Alumnae Day	Saturday, June 5
Baccalaureate Service	Sunday, June 6
Ninety-fifth Annual Commencement	Sunday, June 6

BOARD OF TRUSTEES

OFFICERS

SAMUEL JAMES CAMPBELL	President
JOHN F. MOULDS	Vice-President
FRANCIS WEIDMAN	Treasurer
J. ARTHUR FETTEROLF	Assistant-Treasurer
A. BETH HOSTETTER	Secretary

MEMBERS

Term Expires, 1947

J. H. MILES	Denver
AARON J. BRUMBAUGH	
	Washington, D. C.
FRANCIS WEIDMAN	Mount Carroll
MRS. CHARLES S. CLARK	Chicago
W. A. McKNIGHT	Aurora

Term Expires, 1948

JOHN F. MOULDS	Chicago
WILLIAM E. GOODMAN	Chicago
ERNEST C. COLWELL	Chicago
NATHANIEL MILES	Mount Carroll
ZELLA CORBETT	Mount Carroll

Term Expires, 1949

SAMUEL JAMES CAMPBELL	Mount Carroll
S. C. CAMPBELL	Mount Carroll
WILLIAM H. JACKSON	Chicago
EDGAR B. TOLMAN, JR.	Chicago
MRS. CHARLES R. WALGREEN	Chicago

STANDING COMMITTEES

<i>Audit</i>	<i>Buildings and Grounds</i>	<i>Instruction</i>
S. C. CAMPBELL, Chairman	NATHANIEL MILES, Chairman	ERNEST C. COLWELL, Chairman
ZELLA CORBETT	W. H. JACKSON	A. J. BRUMBAUGH
J. H. MILES	MRS. C. R. WALGREEN	NATHANIEL MILES

<i>Finance and Investment</i>
WILLIAM E. GOODMAN, Chairman
W. H. JACKSON
FRANCIS WEIDMAN

<i>Resources and Development</i>
MRS. CHARLES S. CLARK, Chairman
W. A. McKNIGHT
MRS. C. R. WALGREEN

FACULTY AND ADMINISTRATION (1946-1947)

FACULTY

ALBIN CARL BRO, A.B., Litt.D., *President*, 1939.

A.B., Northland College, 1917; College of Missions and Butler College, 1917-1919; University of Chicago, 1925-1927; Litt.D., Northland College, 1941.

A. BETH HOSTETTER, Ph.B., *Vice-President; Art History and Latin, Chairman, Division of Fine Arts*, 1903; (*Instructor*, 1903-1904, 1905-1906, 1910-1911, 1916-1917, 1918-1925, 1926-1930; *Acting Dean*, 1930-1931; *Dean*, 1931-1934; *Registrar*, 1934-1935; *Acting President*, 1935-1936, 1938-1939; *Dean*, 1936-1938; *Registrar*, 1936-1944).

Ph.B., University of Chicago, 1907; University of Chicago, 1909-1910 and Summers, 1919 and 1929; study in Paris, Summer, 1911; Greek Division, European Summer School Bureau of University Travel, 1923; European travel, 1925-1926; Certificate d'assiduïte from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Columbia University, Summers, 1931 and 1937.

L. ALBERT WILSON, B.D., *Dean of the College; Humanities*, 1944.

A.B., University of Redlands, 1936; B.D., Berkeley Baptist Divinity School, 1940; University of Chicago, 1943-1944.

*HELEN G. CAMPBELL, A.M., *Registrar; French*, 1945.

A.B., University of Chicago, 1936; A.M., University of Chicago, 1938.

MAYO ROLPH BARRETT, A.B., *Acting-Registrar; World Literature*, 1946.

A.B., Linfield College, 1942; University of Chicago, 1943-1946.

VIRGINIA WEIGEL, S.M., *Dean of Students*, 1946; *Biological Sciences*, 1936.

A.B., University of Illinois, 1928; S.M., University of Michigan, 1935; Yosemite School of Field Natural History, Summer, 1929; University of Michigan, Summer, 1930, 1935, 1936, 1942; University of Michigan Biological Station, Summer, 1932.

GEORGANA ABRAMSON, B.E., *Physical Education*, 1946.

B.E., Western Illinois State Teachers College, 1940; Colorado College, Summer Session, 1946.

RUBY BAXTER, A.M., *Chairman, Division of Natural Science and Mathematics; Mathematics*, 1927.

A.B., MacMurray College, 1919; A.M., University of Illinois, 1927; University of Chicago, Summers, 1923 and 1939; Columbia University, Summers, 1931 and 1937; MacMurray College, Summer, 1942.

*On leave after March 1, 1947

BETTY JUNE COLLINS, S.B., *Physical Education*, 1945.

S.B., East Stroudsburg (Pa.) Teachers College, 1944; Columbia University, Summers, 1944 and 1945.

JANE M. EBY, Music M., *Piano*, 1941.

S.B., Iowa State Teachers College 1937; Music M. (in Public School Music), Northwestern University, 1943.

ROMANA FIERRO, A.M., *Spanish*, 1946.

B.E., Pestalozzi Teachers College, 1941; Northwestern University, 1941; A.M., University of Chicago, 1944.

ELIZABETH GRAVES, Music M., *Piano*, 1946.

B.M., Syracuse University, 1939; M. M., Syracuse University, 1942.

CHARLOTTE GREEN, A.B., *Social Science*, 1946.

Wilson Junior College, 1941-1943; A.B., University of Chicago, 1946.

MILDRED L. JAYNES, A.B., *Director of Equitation*, 1941; *Physical Education*, 1928.

A. B., Carleton College, 1924; University of Minnesota, Summer, 1927; Pavley-Oukrainsky Russian Ballet School, Summer, 1932; Northwestern University, Summers, 1934 and 1935.

ARMELLA KNEALE, Art, 1943.

Minneapolis School of Art, 1927-1931; special study with Alice Davis, Minneapolis.

BLENDON A. KNEALE, Art, 1940.

Minneapolis School of Art, Minneapolis, Minnesota, 1927-31; Minneapolis Institute of Arts, 1929-31; Research artist and commercial designer with Buzza Company, art publishers; Techni-craft Company, Inc., lithographers; Process Displays, Inc.; Baron Collier, Inc. Art Instructor at Y.W.C.A., Milwaukee, Wisconsin, 1935-36.

BERTHA R. LEAMAN, Ph.D., *Chairman, Division of Social Science; History*, 1943.

A.B., Goshen College, 1921; A.M., University of Chicago, 1924; Sorbonne, Paris and University of Grenoble, 1927-1928; Ph.D., University of Chicago, 1935.

EARL F. LIDDLE, M.S., *Biological Sciences*, 1946.

B.E., Illinois State Normal University, 1930; M.S., University of Illinois, 1935.

MAURICE LOVEJOY, A.M., *Physical Sciences*, 1940.

S.B., Armour Institute of Technology, 1927; A.M., University of Chicago, 1940.

WILLIAM NELSON LYONS, Ph.D., *Director of Religious Activities; Humanities*, 1946.

A.B., Sioux Falls College, 1935; B.D., Colgate Rochester Divinity School, 1939; Ph.D., University of Chicago, 1942.

JEAN BRIGHAM MACARTHUR, A.B., *Violin, Fine Arts Survey*, 1946.

A.B., Lawrence College; University of Wisconsin, 1925.

D. ELDRIDGE MCBRIDE, A.M., *History*, 1944.

A.B., University of Chicago, 1937; A.M., University of Chicago, 1943.

GAYLE M. MCNETT, A.M., *Chairman, Division of Applied Arts; Secretarial Studies*, 1944.

B. Educ., Whitewater State Teachers College, 1931; A.M., State University of Iowa, 1939.

ORMA MELTON, A.M., *Psychology, Director of Testing and Vocational Guidance*, 1946.

Marshall College, 1924; A.B., West Virginia University, 1926; B.M.T., Woman's Missionary Union Training School, 1929; M.R.E., Woman's Missionary Union Training School, 1930; A.M., Teachers College, Columbia University, 1944; Professor's Diploma, Teachers College, Columbia University, 1945.

†AURORA OLAFSON, A.B., *Librarian*, 1945.

A.B., University of Washington, 1940; A.B. in L.S., University of Washington, 1941.

GLADYS COOPER RHODES, A.B., *English*, 1944.

A.B., Iowa State Teachers College, 1925; Columbia University, 1930; Northwestern College of Speech, 1934.

WILLIAM H. SCOFIELD, *Instructor in Equitation*, 1942.

GLADYS GILDEROY SCOTT, *Voice*, 1934.

Guildhall School of Music, London; Challet Vicq de Chant, Paris; Special coaching with Randegger, Sir Henry Wood, Frank Damrosch, Edgar Nelson, William Shakespeare, and Shirley Gandell; principal contralto in Moody-Manners Grand Opera Company and Interstate Opera Company.

DOROTHY TRICKEY SWETTING, S.M., *Home Economics*, 1945.

S.B., University of Wisconsin, 1920; S.M., University of Wisconsin, 1938.

EDNA THOREN, A.M., *French*, 1925.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Chicago Summer, 1929; University of Wisconsin, Summers, 1916, 1919, 1921, 1934; European travel, Summer of 1924; cours d'été, Université de Lille, Boulogne-Sur-Mer, France, Summer, 1927.

JUNE THORSON, A.M., *Speech; Spanish*, 1946.

A.B., Carroll College, 1945; A.M., University of Wisconsin, 1946.

MARIAN THRAILKILL, M.S., *English*, 1947.

B.E., Southern Illinois Normal University; 1934, M.S., University of Illinois, 1940.

†Resigned February 1, 1947.

ADMINISTRATION

General Staff

ALBIN CARL BRO	President
A. BETH HOSTETTER	Vice-President
L. ALBERT WILSON	Dean of the College
*HELEN G. CAMPBELL	Registrar
†AURORA OLAFSON	Librarian
J. ARTHUR FETTEROLF	Assitant Treasurer
WILLIAM N. WITTENFELD	Director of Public Relations
MRS. RUTH HINES	Dietitian
MRS. AMY BAHWELL	Director of Student Health Service
MRS. EDNA B. GIFFORD	Office Manager
MRS. THELMA HOMMEDEW	Admissions Secretary
MRS. RUTH SEITNER	Assistant to Admissions Secretary
MRS. MILDRED PACKARD	Cashier
LUCILE GRAY	Bookstore Manager
MRS. LILLIAN PATTON	Head Housekeeper
HUGH WILSON	Superintendent of Buildings and Grounds

Student Personnel Staff

VIRGINIA WEIGEL	Dean of Students
FRANCES ROSKE	Secretary to Dean of Students
MRS. HELEN KRIEGER	Counselor of West Hall
MRS. ELSIE CARMICHAEL	Counselor of Hathaway Hall
ORMA MELTON	Counselor of Bennett Hall
MRS. JENN BAICHLY	Counselor of McKee Hall and Dining Room Hostess
MARIAN MORRISON	Manager of the Grill

*On leave after March 1, 1947.

†Resigned, February 1, 1947

Standing Committees of the Faculty, 1946-1947

Administrative—President Bro, Dean Weigel, Miss Campbell, Dean Wilson.

Educational Policies Committee—Dean Wilson, Mrs. Barrett, Miss Baxter, Miss Campbell, Miss Hostetter, Miss Leaman, Miss McNett.

Artist Series—Mr. Kneale, Mme. Scott, Miss Graves, Miss Weigel, Dean Wilson.

Library—Miss Olafson, Miss Graves, Miss Hostetter, Miss Leaman, Mrs. McBride, Dean Wilson.

The President is a member *ex officio* of all committees.

College Representatives

L. H. DIEKROEGER
Director of Admissions
6232 Northwood Avenue
St. Louis, Missouri

MRS. FRED L. BENDT
502 South Winnie Street
Clear Lake, Iowa

MRS. LELIA WRIGHT
69 W. Washington St.
Room 1101
Chicago, Illinois

MRS. JOHN J. LIFSEY
19357 Murray Hill
Detroit 19, Michigan

Chicago Office, 69 West Washington Street, Room 1101
Telephone State 9898

DICKERSON ART COMMISSION

BLENDON KNEALE, *Chairman*

A. BETH HOSTETTER
ILEEN B. CAMPBELL
ARMELLA KNEALE
AUGUSTA STENQUIST

IDA CHAMBERS
ELIZABETH MOELLER
MARY SHREFFLER
DOROTHY KASTEN

SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the College. The lecture for 1945-1946 was given by Ruth Bryan Owen.

EDUCATION AT FRANCES SHIMER COLLEGE

ORGANIZATION AND AIMS

Frances Shimer College offers a curriculum of general education to young women in grades 11 through 14, that is, the last two years of high school and the first two years of college. Combining these four years into one educational unit provides opportunity to offer a superior curriculum of general education. Such a program does a more effective job of preparing the student for enriched life activities, for effective citizenship and for specialization in a university, than does the traditional curriculum which necessitates a break at the end of the twelfth grade.

While the college does not minimize the vocational usefulness of any knowledge or skill, it believes that specific vocational training should be postponed until the student has been introduced to the various areas of human knowledge and to the techniques that are used in the respective areas. This background of general information and skills will be useful to students who wish to enter either vocational or professional schools. Also, this general information will enrich the lives of those students who will consider their formal education completed when they leave Frances Shimer College.

The purpose of general education is to develop the ability to identify basic values which guide the individual in making decisions and to cultivate concrete experiences which augment the meaning of those values.

The specific aims of education at Frances Shimer College can be stated in terms of developing the qualities and skills inherent in the general purpose:

1. Enough knowledge about the nature of men and women and their social relationships to discover the principles which must order all human enterprises.
2. Sufficient information about the natural world to know how it can sustain and serve human life.
3. Understanding and appreciation of the achievements of men as expressed in literature, art, music, philosophy and religion.
4. Competence in the expression of thoughts and feelings through use of the English language and through an artistic medium.
5. Skill in analytical thinking and critical evaluation of conclusions.

6. Ability to think creatively, to put together ideas and thoughts in new ways.
7. Ample health so as to be sensitive and responsive to one's environment.
8. Purposeful planning of vocational and home life.
9. Positive and constructive participation in the democratic ordering of group life through responsible support of constructive activities and by leadership in areas of competence.
10. Understanding of and commitment to the basic principles of religious living as found in the Hebrew-Christian tradition.
11. Personal integrity and active good-will toward all individuals.
12. Emotional maturity, poise and self-control.

From the foregoing statement of specific aims, it is apparent that Frances Shimer College believes that the purpose of general education is something more important than a satisfactorily adjusted life or the acquisition of knowledge. Life can be adjusted on very unworthy levels, and facts are tools to be used, not ends to be served.

The quality of life depends upon the ability of men and women to discover how the values are created which support life and give it excellence. The most important and perplexing problems young women face in their world are those of the identification of values and the fostering of their growth. Conversely, they must know how to recognize those practices and habits which destroy values or obstruct their growth. If our young women cannot do this they and their world will perish.

Values develop in the life of a young woman when she becomes keenly aware of the thoughts and feelings of others and uses them to enlarge her own understanding; when her knowledge of the world expands and she feels a growing consciousness of the ties which relate her to other people. The development of values will be blocked by inability to communicate with others to get their ideas, thoughts and feelings through conversation and reading. This growth cannot take place when there is ignorance or when personal pride erects barriers among men and women. Education at Frances Shimer College is designed to eliminate those obstructions to the growth of its students and to provide positive conditions for the increase of values in their lives.

HISTORY

Ninety years ago, when American education was still designed primarily for men, Frances Ann Wood received a call to establish a school in the modest-sized Illinois community of Mount Carroll. With Miss Cinderella Gregory she left her home in New York State and on May 11,

1853, the two young pioneers in the education of women opened the Mount Carroll Seminary.

Frances Wood, later Mrs. Frances Wood Shimer, administered the Seminary herself for forty-three years, Miss Gregory having resigned in 1870. In 1896, by her own wish, Mrs. Shimer transferred control to a self-perpetuating Board of Trustees of fifteen members representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mount Carroll. Ten members of the Board of Trustees are members of Baptist churches.

The chartered name of the institution became The Frances Shimer Academy of the University of Chicago. Friendly relationship with the University implied by this name, as well as the representation of the University on the Board of Trustees, remains to the present day.

That the Academy did receive unusual representation from the University during this early period may be judged from the names of members of its first Board of Trustees, which included such leading educational figures as William Rainey Harper, Thomas W. Goodspeed, Henry A. Rust, Alonzo K. Parker, Frank J. Miller, and Lathan A. Crandall. In the years that followed, progressive educational policies were inaugurated. These years were, in a sense, the critical, formative years in the college's growth, and its successful emergence from them points to the quality of its leadership.

In these years also the college began rebuilding on a much larger scale. The original Seminary buildings having burned in 1906, the present quadrangle was laid out, providing ample room for building expansion.

The institution was one of the first to undertake the junior college plan, and graduated its first junior college class as early as 1909, long before the junior college had won the popular acceptance which it has now. In 1931, the trustees approved the idea of making the four-year junior college the chief unit of academic organization.

Upon the retirement of Mrs. Shimer, William Parker McKee of Minneapolis was called to be president. During his thirty-three year administration, the present complete plant was built and most of the equipment acquired. He was President Emeritus from 1930 until his death in 1933. Floyd Cleveland Wilcox, who became president upon Dr. McKee's retirement, retired in 1935. During his administration the college made many advances in educational policy. In 1936, Raymond B. Culver became president and served most ably until he resigned because of ill health in February, 1938. In the interim between Dr. Wilcox's and Dr. Culver's incumbency, and again during the year between Dr. Culver's death and Mr. Bro's appointment, A. Beth Hostetter, formerly dean and now vice-president, acted as president. In the fall of 1939, Albin C. Bro came to the presidency from his work with the University of Chicago Press.

LOCATION AND EQUIPMENT

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi river, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over Federal Highway 52 and State Highways 64, 72, 78 and 88, by which excellent connections over paved roads are made with the Lincoln Highway and other great thoroughfares. Paved highways lead to urban centers in five different directions.

Frances Shimer College has the advantage of over ninety years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve main buildings, solidly constructed of brick and stone, heated by steam from a central plant. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is provided by standpipes with hose connections on each floor and by fire escapes on every large building where students reside.

DEARBORN HALL

(1903)

This building for instrumental and vocal music is named for Mrs. Isabel Dearborn Hazzen, head of the Department of Music for more than twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

HATHAWAY HALL

(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, '69, a sister of Mrs. Hattie N. LePelley, a former Trustee, who gave liberally

toward the erection and furnishing of the building. The campus grill is on the ground floor. Through the generosity of Miss Zella Corbett, the lounge on the first floor was refurnished in 1939 in memory of her sister, Miss Bertha Corbett, '16. This dormitory provides space for thirty-eight students and two staff members.

WEST HALL

(1906)

West Hall is a well-equipped home for forty-nine students and two staff members. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. A faculty social room is also on the ground floor. In 1945 an entrance was constructed between West Hall and McKee Hall, for the post office and book store.

METCALF HALL

(1907)

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the school, whose son, Dr. Henry S. Metcalf, was long president of the Board of Trustees. Andrew Carnegie contributed \$10,000 toward the erection of this building. Metcalf Hall contains the offices of administration, class rooms, and the auditorium. In the auditorium is a new Hammond organ contributed in 1946 by Mrs. Annabel Culver Joy as a memorial to Dr. Raymond Culver, third president of the college.

POWER PLANT AND LAUNDRY

(1911)

INFIRMARY

(1913)

This building affords excellent equipment for the care of students in case of illness. It contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A nurse is in constant residence.

SCIENCE HALL

(1914)

This provides all of the facilities for the work in science. The first floor contains modern laboratories for the work in home economics. On the second floor are the physics, chemistry, and biology laboratories, and a class room for mathematics.



METCALF HALL



MCKEE HALL

McKEE HALL

(1922)

McKee Hall was built by funds contributed by the Baptist Board of Education. The ground floor contains the central dining room which was entirely reconditioned and refurnished in 1938 through the generosity of Mr. and Mrs. W. E. Goodman of Chicago. The other floors have a kitchenette, ample bathrooms, and rooms for fifty-eight students and two staff members. This building is named for William Parker McKee in honor of his completion of twenty-five years of service as President. The college kitchen which adjoins McKee Hall, was completely rebuilt in 1946.

CAMPBELL LIBRARY

(1925)

The library was erected by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie M. Campbell, '07. The college is also indebted to Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution.

In 1937 the Carnegie Corporation of New York made a grant of \$1,500 for the general reading collection of the library, purchases being made over a three-year period. The equipment of the main reading room, occupying the entire first floor, was increased in 1939 and 1940 by the gifts of Mr. and Mrs. S. J. Campbell.

In the south room on the second floor is the Heinze Music Room, which contains the Carnegie Music set received in December, 1940. This set now is a collection of over 1,000 records of fine music and a specially designed Lyon and Healy phonograph. The records are fully indexed and filed in the listening room where they are available for student and faculty use. The center room on the second floor houses the Carnegie Art set which was received in 1941. This set includes 130 volumes on art and related subjects and 900 classified reproductions. The north room is used for art exhibits.

Open shelves in the main reading room and basement stacks care for the present collection of approximately 14,000 volumes, files of magazines, pamphlets, government documents, and bulletins. The entire collection is well cataloged. Through the services of the librarian and faculty, the resources of the library are strengthened and utilized to serve all phases of the college program.

The Hazzen Memorial Collection consisting of over 1,000 volumes was contributed by Mrs. Isabel Dearborn Hazzen from the library of her husband, Henry Wilmarth Hazzen, long a teacher in the college. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. In 1937 Miss Jessie M. Campbell presented one hundred selected volumes from her library.

SAWYER HOUSE

(1926)

Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer, '71. It is built in the colonial style of architecture in harmony with the other buildings of the campus.

GYMNASIUM

(1929)

The building contains on the first floor a tile-lined swimming pool, 25x60 feet, and showers, dressing rooms, drying-room, lockers, and modern facilities for the refiltration and purification of the water in the pool.

On the upper floor is the gymnasium floor, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing rooms, and lockers. The main room, 52x87 feet, gives ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting for the work of the Department of Speech and Drama.

BENNETT HALL

(1937)

In 1937 College Hall, which was built in 1909, was entirely reconditioned and refurnished through the generous gift of the children of Myrtie Stevens Bennett, '80, for whom the new dormitory has been named. The first floor contains two reception rooms, three suites accommodating four students each, a student's kitchenette, and the hall counselor's apartment. In 1945 the fourth floor was entirely remodelled to provide space for additional students; this dormitory now accommodates sixty-five students and two staff members.

RINEWALT HOUSE

(1944)

This home was purchased to provide classrooms for the Art Department and additional rooms for eight students.

DEMMON HALL

(1945)

The large colonial home owned by Miss Rose Demmon was rented in 1945 for use as a dormitory for eleven girls. There are four double rooms on the second floor for eight girls and facilities on the first floor for three girls and a hall counselor. Complete redecoration was accomplished through the assistance and generosity of Mrs. S. J. Campbell.

HOFFMAN HOUSE

(1946)

This residence, outside the main north gate of the college, was purchased and remodelled to provide rooms for ten students and two staff members.

STUDENT LIFE

RELIGIOUS

For the student at Frances Shimer College, religion is more than Bible courses and chapel services. It is an attitude of life which permeates the entire curriculum and which has as its goal the discovery of permanent, sustaining and satisfying values. The curriculum is so organized that it aids the student in making a religious adjustment to the realities of life and provides a foundation for a religious commitment. Religious literature and thought are taught as a part of our cultural heritage. One chapel service a week is devoted to the unification of the student's religious experiences and the development of a worshipful attitude.

The purposes of the Young Women's Christian Association are to create and sustain a spirit of friendship on campus, to discover the true values of life and relate them to living, to grow in an understanding of God through Jesus, to become co-workers with God in building a better world, and to extend the friendship beyond campus to include fellowship with peoples of all nations, races, and creeds.

SOCIAL

The educational aims subscribed to by the college include recognition of the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second in importance only to the program of the curriculum. Social training is a part of college education. Both residential house life and student organizations and activities offer valuable training in social co-operation and in creative use of leisure.

The social atmosphere of the college is wholesomely democratic. Every student is expected to use and develop for the whole group whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, ability to appear at ease before an audience, are as much a part of the Shimer social ideal as are scholastic attainments.

With the assistance of class counselors the students give class parties, dances, bazaars, teas, lawn fetes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. A series of formal dinners sponsored by student organizations provides opportunity for each group to entertain the student body and faculty, and to introduce visitors and speakers. Three formal dances and two informal dances are given during the year. The college sponsors a program of week-end

activities providing entertainment and social occasions throughout the academic year.

While students reside in halls according to their age and academic class, at table they often sit with members of other classes and with faculty members. Table groups are disbanded and redistributed, so that each Shimer student, in the course of the school year, forms a maximum number of pleasant social acquaintances with students and faculty members outside her immediate residential group.

Each residence hall provides social rooms and parlors in which the social life of the house group can be developed and can include the proper entertainment of guests. Thus every aspect of mature social life is reflected within the college community, and every student is enabled to share in the social experiences common to educated people.

CULTURAL

The college sponsors a program of concerts, lectures, recitals, and conferences throughout the academic year. These occasions bring to the college and the community leaders in education, the arts, religion, and public life. Formal presentations in Metcalf Hall or the auditorium of the gymnasium are followed by smaller informal group discussions in the student lounge of West Hall or in other college rooms.

Frances Shimer is close to the larger cultural resources of Chicago. College-sponsored trips, under faculty supervision, enable students to visit Chicago's museums, see current plays, attend concerts by the Symphony Orchestra, or be present at events of interest to a specific group.

Frances Shimer has for many years, however, prided itself upon the creative activity within the college denoting the cultural resourcefulness of its students. It has consistently encouraged the creative instinct in whatever direction the students choose to turn; the theater, music, painting and drawing, and creative writing have been liberally encouraged by the college administration, which in turn has been rewarded by the unusual quality of the students' response.

RECREATION AND PHYSICAL WELFARE

Few institutions are equipped to offer so complete a recreational program as Frances Shimer. In addition to the cultural resources for recreation already mentioned, the college maintains physical education equipment which is both modern and ideal.

The gymnasium is new and entirely adequate. It houses a full-sized playing floor with a standard basketball court adaptable to a variety of

other indoor games such as volleyball, indoor baseball and badminton. It is used also by dancing class and for large dances. It provides, in addition, the tile swimming pool, showers, drying, locker and dressing rooms.

A nine hole golf course, the private property of the college, adjoins the south end of the quadrangle. A playing field provides space for hockey and baseball. Three excellent concrete tennis courts were constructed in 1943.

Ideal facilities for riding are provided exclusively for Frances Shimer students at Glengarry Farm Stables, located two miles west of the school. There are ten miles of wooded trails and many miles of lovely country roads.

Campus conditions have been designed to safeguard the health of students. All students have physical examinations on entering, records of weight, posture, and other physical data are kept, and the work in physical education is planned for the individual student on the basis of these records.

The resident nurse in charge of the infirmary carries on an educational program in the maintenance of good health. She is on duty at all times and is available to students day and night. When the attentions of a physician are necessary, appointments are made by the nurse and the student assumes the expense.



STUDENT ORGANIZATIONS

STUDENT GOVERNING BODIES

Student-Faculty Council

Students are governed by the Student-Faculty Council, a body of five students and two faculty members elected by the students, and the eight students who are presidents of the Hall Councils. The Dean of Students is a member *ex officio* of the Council.

The group acts as a forum for debate of questions of policy and conduct of student affairs. Action taken by it is final in all student matters except those referred to the President's Committee.

Hall Councils

Each residence hall is governed by a Hall Council of five members, elected by the residents of the Hall. The Hall Counselors are members *ex officio* of their respective Councils. The Councils enforce the decisions of the Student-Faculty Council and provide any further regulation desired in their respective Halls.

HONORARY ORGANIZATIONS

Phi Theta Kappa

The Beta Sigma chapter of Phi Theta Kappa, national junior college scholastic honorary society, was installed at Frances Shimer College in 1932. Membership in the society is limited to the ten per cent of the student body of the upper division ranking highest in scholarship.

Delta Psi Omega

Delta Psi Omega, national honorary dramatic society, upholds high standards in scholastic and dramatic endeavor by initiating into its membership only those students who have done outstanding and efficient work in playwriting, acting, or production. Through their connection with other chapters of the national society, club members are encouraged toward greater effort and toward the production of higher types of plays at Frances Shimer.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Y. W. C. A. encourages social life among the students, takes charge of vespers and chapel services occasionally, and seeks in various ways to stimulate religious interest and interest in philanthropic work. The organization sends delegates to the Y. W. C. A. conferences and otherwise endeavors to widen the scope of its interests in accordance with the Y. W. C. A. program.

SPECIAL INTEREST ORGANIZATIONS

Art Club

The Art Club is open to students in Art History, Fine Arts and Graphic Arts, and to a limited number of students interested in art but not enrolled in art courses. The organization cooperates with the Commission of the Dickerson Art Gallery in procuring and arranging exhibits and in stimulating interest in the aims and activities of the gallery. Study of contemporary art, visits to art collections, and trips to studios and art centers are included in the program of the Club.

The Club also seeks to develop skills and give resources that will enable the student to make worthy and happy use of leisure. Equipment maintained in the studio provides opportunity to pursue a worthwhile craft or hobby.

Arts and Crafts Club

The Arts and Crafts Club is organized for those students who enjoy doing handiwork in their leisure time. Members work on various projects in bead work, leather tooling, knitting, and quilt making. A small hand loom is available for students who wish to experiment with weaving.

Athletic Association

The Athletic Association, working in close cooperation with the Physical Education Department, seeks to arouse greater interest in physical education, to stress the enjoyment of sports and athletics, and to develop sportsmanship. The Association sponsors the inter-class hockey game on Thanksgiving Day; a class basketball tournament; the basketball banquet; a bob-ride; five-and ten-mile hikes; the May Fete; golf and tennis tournaments, and swimming meets.

Camera Club

The Camera Club affords a means of self-expression, as well as entertainment, for interested students. Both the technical and artistic phases of photography are studied and many members develop and print their own pictures in the school dark-room. Various contests are held throughout the year to obtain prints for the annual exhibit in the spring.

Green Curtain Dramatic Club

The Green Curtain Dramatic Club, open to all students, holds try-outs early in the fall under the supervision of the dramatic director. The club presents two major productions during the year, and its members also appear in the casts of the Christmas and Easter festivals. Sponsoring special trips to Chicago and other nearby cities to visit the theatres and art centers, the Club seeks to promote appreciation of the best in drama and to offer an outlet for expression in the creative arts of the theatre.

International Relations Club

The International Relations Club, open to all students of the college, aims at the development of an understanding of international affairs and an appreciation of the customs, achievements, and aspirations of the various peoples of the world. Its activities include regular monthly meetings, the operation of an international news bulletin board, the sponsorship of guest speakers, and attendance at international relations conferences held at other colleges.

Pro Musica

Pro Musica Club, composed of a limited number of talented music students, meets monthly for a concert given by members, followed by a business meeting and social hour. The organization acts as host to visiting musicians and seeks to foster the love of good music. Membership is by try-out under the supervision of the music faculty.

Travel Club

The Travel Club is organized for students who have traveled or are especially interested in traveling in foreign countries. Meetings feature motion pictures and talks by faculty members on foreign countries.

Boots and Saddle Club

Boots and Saddle Club is organized for students interested in better equitation. The Club holds monthly meetings for study of types of saddle horses and nationally known horses of the show ring. In addition to sleigh rides and hayrack parties, the Club sponsors two gymkhanas, two over-night horseback trips to the rocky bluffs of the Mississippi, a formal banquet, and a trip to the International Livestock Exposition in Chicago.

The Record

The *Frances Shimer Record*, student publication issued four times a year, gives students experience in expressing themselves fluently in writing, and affords opportunity for the publication of worthwhile prose and poetry produced. The management of the *Record* is in the hands of students with faculty members furnishing counsel.



COURSE INFORMATION

UNIT OF INSTRUCTION

The unit of instruction is a semester hour. This term may be defined as a credit granted for successful completion of a study pursued for one class hour per week throughout a semester of eighteen weeks.

In general, two hours of laboratory work are counted as equivalent to one recitation class hour if the instructor requires computations and write-ups of laboratory work to be done outside of laboratory hours. If such work is required to be done in the laboratory and under the supervision of the instructor, the laboratory equivalent of a class meeting for which preparation has been made is three hours.

Class hours are fifty minutes in length. A five-minute interval is allowed for passing from one class to another.

GRADING SYSTEM

The letters A to E are symbols used to indicate the degree of proficiency in any subject and may be interpreted as follows:

A—Superior

C—Average

B—Above average

D—Below average

E—Failure

As a rule, condition grades are not assigned by the faculty. Where special conditions prevail, however, which are not the result of a student's inattention to her studies, incomplete work may be made up with the consent of the instructor. A student who receives a final examination grade of E in any subject may request a second examination, providing the average grade in that subject is not less than C. Such an examination, however, must be taken not later than four weeks after the beginning of the ensuing semester, and when taken may not result in a final semester grade higher than C.

Supplementing the marking system is the grade point system, which serves to set definite standards of achievement in terms of amount and quality of work. Grade points are assigned in the following manner:

A grade of A earns 3 grade points for each semester hour of credit.

A grade of B earns 2 grade points for each semester hour of credit.

A grade of C earns 1 grade point for each semester hour of credit.

A grade of D earns 0 grade points for each semester hour of credit.

Reports are sent to parents at the end of the first nine weeks and at the close of each semester. Additional reports will be sent upon request to parents at any time.

CHANGING AND DROPPING COURSES

Students may not enter a course for credit after the date for changes in registration has passed. A course dropped because of failing grade at the end of the first six weeks or thereafter will be recorded as a failure on the final semester report.

Permission to change courses will be granted during the first two weeks of each semester. Application to the registrar should be made for a Change of Course card upon which reasons for the change are required to be stated. Only reasons of an educational character will be considered.

After the expiration of the first two weeks of each semester no course may be dropped except for definite reasons of physical and mental health. Impending failure or fear of failure are not regarded as suitable reasons for dropping a course.



ADMISSION

Application for admission is made on a special application form which is sent upon request. The application for a resident student is officially recorded only when accompanied by a registration of twenty dollars for reservation of a room.

Students will be admitted to full junior college standing (eleventh grade) upon presentation of seven acceptable units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools or by other recognized standardizing agencies. Students will be admitted to full standing in the junior year of the Junior College (equivalent to college freshman) upon presentation of sixteen units for a four-year high school or twelve units from a senior high school accredited by the above mentioned accrediting agencies. A unit in any subject represents the equivalent of five class meetings a week for a year of approximately thirty-six weeks. Classification will be accorded when the certified list of credits is presented. A candidate for admission also must furnish evidence of good moral character and honorable dismissal from the school last attended.



REQUIREMENTS FOR GRADUATION

The diploma of graduation from the college is awarded to students who have completed a minimum residence of one year which, unless special permission is granted, must be the senior year, and who have earned a minimum of 64 semester hours of credit on the level of the upper division (equivalent of grades 13 and 14).

Included in these 64 hours must be six hours in English, eight in Humanities, eight in Social Science, eight in Natural Science and Mathematics or in Modern Languages, four in Religion, and four in Physical Education, plus required non-credit work in Hygiene.

The remaining 26 upper division hours may be selected to meet the requirements of the institution to which the student plans to transfer or may be adapted to complete her junior college course.

RECOMMENDATION TO COLLEGE

For recommendation to college or university, the graduate must have an average of "C" in her two years' work in the upper division. Preferred recommendation is given to students who rank in the upper third of their class.

Transfer from the lower division (equivalent of grades 11 and 12) to another institution is possible for students who have earned a minimum of 60 semester hours, and Physical Education, in lower division courses. Specific subject requirements are in the fields of English, Foreign Language, Mathematics, Science, and Social Studies; two of these subjects must be pursued for three years each (including one year of pre-lower division study), and two additional subjects must be pursued for two years each.

SUGGESTED CURRICULA

For Students Enrolling in Old Plan

Students in the four-year junior college may follow the liberal arts curriculum, as outlined below, or may concentrate somewhat more in a particular field of interest.

The outlined curricula are suggested, not rigid, and may be varied to meet the student's interests and needs.

LIBERAL ARTS CURRICULUM

Freshman Year

(11th Grade)

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English 11	4	English 12	4
Biology 11	4	Biology 12	4
Modern History 11 or Problems of Democracy 13	4	Modern History 12 or Problems of Democracy 14	4
Foreign Language	4	(French or Spanish) Foreign Language	4
(French or Spanish)		Physical Education and Health	
Physical Education and Health			
	16		16

Sophomore Year

(12th Grade)

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English 21	4	English 22	4
Physics 21	4	Physics 22	4
U. S. History 21	4	U. S. History 22	4
Foreign Language (French or Spanish) or Mathematics	4	Foreign Language (French or Spanish) or Mathematics	4
Physical Education and Health		Physical Education and Health	
	16		16

Junior Year
(13th Grade)

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English Composition 31	3	English Composition 32	3
Biology 31 or Introduction to the Physical Sciences 31	4	Biology 32 or Introduction to the Physical Sciences 32	4
Introduction to the Social Sciences 31	4	Introduction to the Social Sciences 32	4
Foreign Language	4	Foreign Language	4
(French, German, or Spanish)		(French, German, or Spanish)	
Physical Education and Hygiene	1	Physical Education and Hygiene	1
	16		16

Senior Year
(14th Grade)

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
English 41 or 43	3	English 42 or 44	3
Foreign Language, Continued	3	Foreign Language Continued	3
Introduction to the Humanities 41	4	Introduction to the Humanities 42	4
Zoology 41 or Chemistry 41	4	Physiology 42 or Chemistry 42	4
Elective	2	Elective	2
Physical Education	1	Physical Education	1
	17		17

SPECIAL INTEREST CURRICULA

Students with special interests in art, home economics, music, and speech, may wish to incorporate considerable work in those fields into their course in the junior college.

THE SHIMER PLAN

FOR STUDENTS IN FIRST AND THIRD YEARS 1947-48
Fourth Year (Grade 14)

A Laboratory Science	Social Science 41-42	Humanities 41-42 Philosophy and Religion	Elective Foreign Language Communi- cations 41-42 Advanced Math	Physical Education 41-42	Unit IV See Below
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Third Year (Grade 13)

A Science Survey	Social Science 31-32 The Rise of Modern Liberalism	Humanities 31-32 World Literature, Art and Music	Communi- cations 31-32	Physical Education 31-32	Unit III See Below
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Second Year (Grade 12)

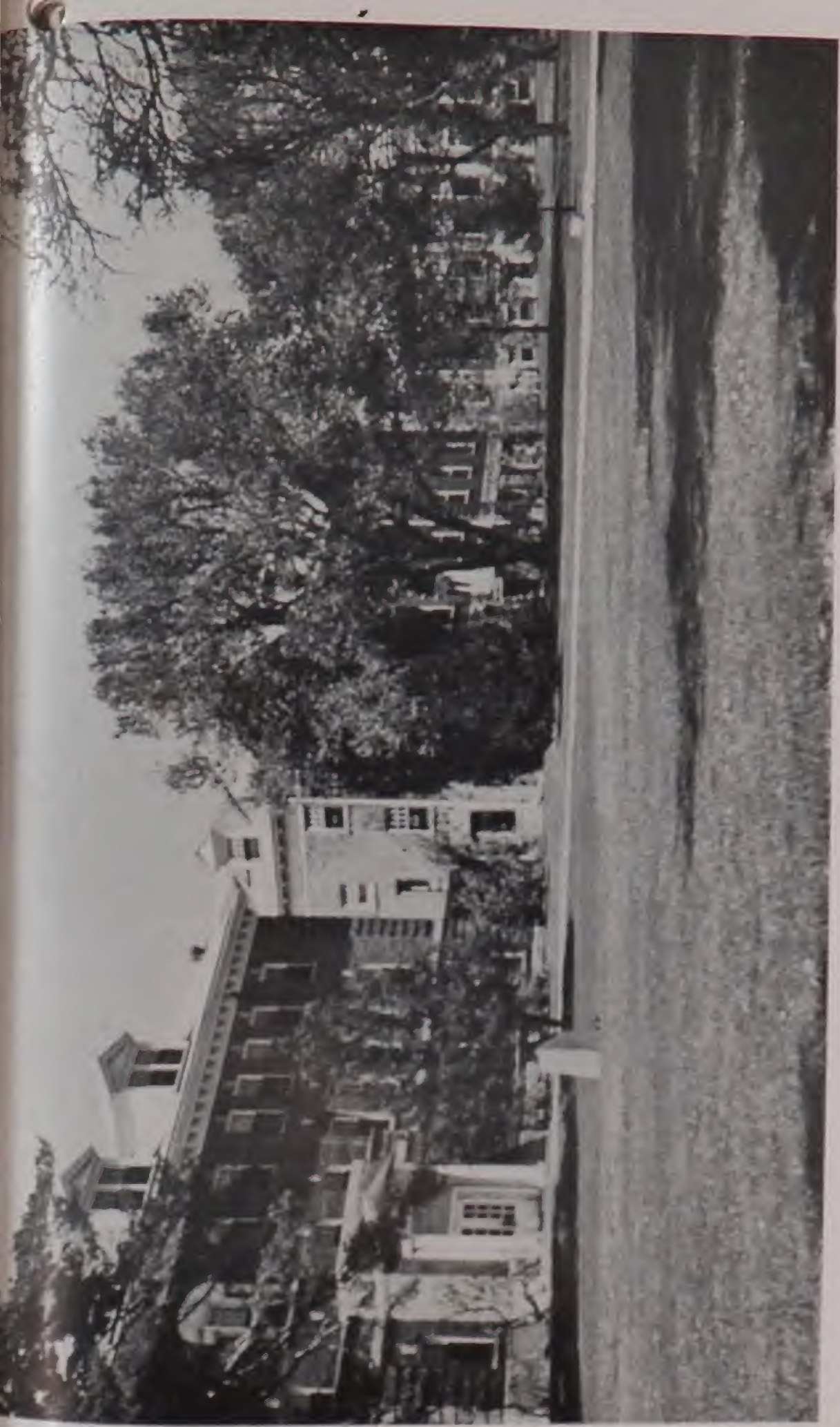
A Science Survey	Social Science U.S. History 21-22	Humanities 21-22 Forms of Literary Expression	Communi- cations 21-22	Physical Education 21-22	Unit II See Below
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First Year (Grade 11)

General Mathematics	Social Science 13-14 The Family	Humanities 11-12 World History Art and Music	Elective Foreign Language Communi- cations (above)	Physical Education 11-12	Unit I of Art, Drama, Music, Home Life or Business Life
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DEVELOPMENT OF THE PLAN

The curriculum of Frances Shimer College has been under study and revision for several years. In 1931 the Board of Trustees made the four



MCKEE HALL AND WEST HALL



year junior college the basic unit of academic instruction. In 1944 a thorough study of the college was made by Dr. John Dale Russell and his associates from the Department of Education of the University of Chicago. Later that year the faculty and administration revised the statement of the aims and purposes of the college. After this statement was accepted by the Board of Trustees, the faculty was re-organized and the process of revising the curriculum to carry out the stated purposes was begun. The plan will be introduced at the eleventh and thirteenth grade levels in September, 1947. Twelfth and fourteenth grade students will enroll under the old plan.

CHARACTERISTICS OF THE SHIMER PLAN

General

The purpose of education at Frances Shimer College is to develop the ability to identify basic values which guide the individual in making decisions and to cultivate concrete experiences which augment the meaning of those values. This means that the curriculum must be concerned with general education. General education is not divorced from thorough study of specific events, periods, or cultures but it is opposed to over-specialization. It is general in the sense of being generic, inter-related and integrated. All study is concerned with specific facts and events. General education is concerned not only with these facts but with the meaning of facts. When information becomes meaningful it becomes useful in value choices. The Shimer Plan is an attempt to build a general, integrated curriculum.

Prescribed

In order to do this a large percentage of the courses must be prescribed. The integration of meaning between areas of study is lost when a student is permitted to elect courses according to their immediate fancy or desire.

Individual

When the plan becomes effective for all grades in September, 1948, each student will be given an opportunity to test out of courses by placement examinations. Tests in the field of communications will be ready in September, 1947. This permits an individual student to advance as rapidly as possible.

Complete

The Shimer Plan attempts to bring together the "curricular" and "extra-curricular" into an integrated program. The four content courses are equivalent to sixteen hours of credit. Each student must participate in a graded program of physical education and sports. Riding may be substituted for physical education at any level. Furthermore each student

must develop creative skills in art, music, dramatics or the activities of the home or business. Many of these activities have been considered "extra"-curricular. The Shimer Plan insists that such experiences are essential in the life of a student and attempts to organize them on that basis.

REQUIREMENTS FOR GRADUATION

For graduation a student must pass sixteen comprehensive examinations or demonstrate achievement through courses transferred or by placement examinations. By September, 1948, all advanced standing will be determined by placement examinations. A student must also present satisfactory achievement in four units of physical education and four units of art, music, drama, home or business life. Twelfth grade diplomas are awarded when desired but there is no formal graduation or commencement at that level.

CREDITS AND TRANSFER

Credit is measured by achievement in all fields. Class attendance alone is no criterion of achievement. In the content fields credit is measured by comprehensive examinations. In the creative skills a full account of the level of achievement is presented to any institution to which a student may wish to transfer. Credit in these fields will be established according to the level of achievement. This is no departure from the procedure now followed by schools of music and art.

In transferring general courses the proportion of time spent on specific units is indicated. This provides a means of measuring credits according to the curriculum requirements of any other college.



COURSES OF INSTRUCTION

Courses are numbered 11 through 49, with odd numbers denoting first semester courses and even numbers denoting second semester. Freshman courses are numbered in the tens, 11 through 19; sophomore courses are numbered in the twenties, 20 through 29; junior courses are numbered in the thirties, 30 through 39; and senior courses are numbered in the forties, 40 through 49.

HUMANITIES

MR. WILSON, *Chairman of the Division*

The Division of Humanities brings together the achievements of men as expressed in literature, art, music, philosophy, and religion. Its purposes are to equip the student with skills necessary for an understanding and appreciation of the values attained in these areas and to acquaint her with the forms in which they are discovered.

GENERAL COURSES

MRS. BARRETT, MISS HOSTETTER, MR. LYONS, MRS. MACARTHUR, MR. WILSON
21-22—MASTERWORKS OF LITERATURE, PHILOSOPHY AND RELIGION

An appreciative and critical study of the historical forms of literature, art and music of western culture. One half of the time is devoted to world literature. One half is a survey of art and music.

Four hours per week, both semesters. Four credits each semester.

41-42—MASTERWORKS OF LITERATURE, PHILOSOPHY AND RELIGION

A course to acquaint the student with our historical heritage through a study of selections from the great literature, philosophy and religion of the world and to develop skills of analysis and interpretation essential to an adequate understanding of the ideas which have moulded our culture. Seminars and additional reports.

Two two-hour periods per week, both semesters.

Five credits each semester.

ENGLISH

MRS. BARRETT, MRS. RHODES, MISS THRAILKILL

Effort is made throughout the courses in English composition and literature to realize a two-fold aim: to enable the student to organize and express her thoughts with accuracy and effectiveness, and to cultivate an

appreciative understanding of our rich literary heritage, and its relations to the problems of modern life.

11-12—AMERICAN LITERATURE.

Historical survey of American letters from Colonial days to the present time; emphasis upon the historical, biographical, and aesthetic forces which have been and are operative in our national literature; continued work in grammar and rhetoric, with weekly themes required; development of clarity, lucidity, and forcefulness in written and spoken English.

Four hours per week, both semesters. Four credits each semester.

21-22—COMMUNICATIONS.

Grammar review, composition and public speech. Emphasis is placed upon the function of written and spoken language as an art of communication.

Four hours per week, both semesters. Four credits each semester.

31-32—ENGLISH COMPOSITION.

A course with a three-fold aim: (1) logical thinking, developed through the discussion and analysis of certain standard and contemporary literary works; (2) clear and effective writing, bettered by study and practice of the simpler forms of exposition, analysis of longer expository essays, and opportunity to construct original compositions and to organize an investigative theme; (3) intelligent reading, achieved through practice in the various types of reading necessary—rapid skimming, medium rate reading for pleasure, and slow type reading required for textbook analysis; course includes weekly themes, term papers, six book reports, and individual conferences with the instructor.

Three hours per week, both semesters. Three credits each semester.

45-46—ADVANCED COMPOSITION.

A senior course in creative prose writing; class criticism for student-written material; a survey of influences at work in American life, language, and literature, and a survey of one phase of contemporary creative writing by each student; writing by students of any of the following forms: the essay, the story, the drama, the radio script, the poem, the news story, and the advertisement. Prerequisite: English 31-32. Course offered only upon sufficient demand.

Two hours per week, both semesters. Two credits each semester.

LATIN

MISS HOSTETTER

These courses are planned to develop in the student the mastery of forms and a concise method of attack which makes for the accurate translation and intelligent understanding of the classics.

The courses' aims are: first, to give the student a grasp of the principles of grammar and language structure which will be practical in all subsequent language study; second, to increase the student's ability to understand and appreciate her own language; third, to help the student gain a familiarity with the men, ideas, and ideals of one of the world's great civilizations.

Third and fourth year Latin will be offered if there is sufficient demand for it.

11-12—CAESAR.

Brief review of elementary forms of syntax; thorough drill on subjunctives; intensive reading of more difficult Latin preparatory to Caesar; selections from Caesar's *Gallic Wars*; collateral reading and reports.

Five hours per week, both semesters. Four credits each semester.

MODERN LANGUAGES

The general aim of the courses in modern language is, through intensive study of the fundamentals of grammar and of correct pronunciation, to develop the ability to write and speak the simple idiomatic language, to understand it when heard, and to read graded material both intensively and for content. An endeavor is made in all classes to develop in the student an interest in, and a better understanding of, the real spirit, life, and ideals of the nation through its language. Placement tests are given at the beginning of the year. On the basis of the results, students are assigned to the classes where their ability places them.

FRENCH

MISS THOREEN

11-12—BEGINNING FRENCH.

Fundamentals of grammar; oral work in dialogues, questionnaires, and short themes; aural training through dictation and phonograph records; graded reading, and testing in comprehension; careful presentation of new material; cultural information in English.

Five hours per week, both semesters. Four credits each semester.

21-22—INTERMEDIATE FRENCH.

Grammar review, dictation, oral work, and short themes; reports on some extensive rapid reading of simple material; historic background and cultural information in English; class reading of novel and play.

Five hours per week, both semesters. Four credits each semester.

23-24—OUTLINE OF FRENCH LITERATURE.

Emphasis on seventeenth and eighteenth century readings in class; outside readings and reports on 225-300 pages each semester; grammar

review and verb exercises. Prerequisite: French 11-12 and 21-22, or equivalent.

Four hours per week, both semesters.

Four credits each semester.

31-32—ELEMENTARY FRENCH.

An introductory course for advanced students who have not previously studied French, or who have not completed satisfactorily a two years' high school course. Phonetics, dictation, oral work; fundamentals of grammar; readings of French history and a nineteenth century play or short novel; songs, dialogues and short compositions. Open only to students in the upper division.

Four hours per week, both semesters.

Four credits each semester.

33-34—ADVANCED FRENCH.

Grammar review, biographical sketches upon which compositions are based; short stories on a variety of subjects; vocabulary drills, simple conversations on classroom exercises; reports on 225-300 pages of outside reading each semester. Prerequisite: French 31-32 or the equivalent. Assignment to class follows a standard test in French, which is given to all students in the department.

Three hours per week, both semesters.

Three credits each semester.

GERMAN

MISS THOREEN

31-32—ELEMENTARY GERMAN.

A rapid course for advanced students who have not previously studied German. Study of the foundations of grammar, drill in pronunciation, practice in writing and speaking and reading in simple prose and poetry. Systematic work in translation for comprehension is emphasized.

Four hours per week, both semesters.

Four credits each semester.

33-34—ADVANCED GERMAN.

A thorough review of grammar, practice in composition based on material previously studied in texts. Aural comprehension and aural practice; vocabulary and the more common idioms. Reading of modern stories and plays. Prerequisite, German 31-32, or equivalent.

Three hours per week, both semesters.

Three credits each semester.

SPANISH

MISS FIERRO

11-12—BEGINNING SPANISH.

Constant practice in oral work through dictation, reading, phonograph records; aural training; fundamentals of grammar; graded reading, so treated as to train the student to grasp the idea directly from the

language itself.

Five hours per week, both semesters.

Four credits each semester.

21-22—INTERMEDIATE SPANISH.

A review and continuation of the first year's work, augments by more detailed study; simple composition and conversation; intensive and extensive reading in modern literature and in Spanish history; outside reading for content, second semester. Prerequisite: Spanish 11-12 or equivalent.

Four hours per week, both semesters.

Four credits each semester.

31-32—ELEMENTARY SPANISH.

A rapid course for advanced students who have not previously studied Spanish. Oral work; reading, dictation, simple conversation; aural training; elements of grammar; simple yet idiomatic reading material.

Four hours per week, both semesters.

Four credits each semester.

33-34—ADVANCED SPANISH.

Review and enlargement of the first year's work; conversation, some composition, reading, mainly for content, in history and in contemporary literature; outside reading, second semester. Prerequisite: Spanish 31-32 or equivalent.

Three hours per week, both semesters.

Three credits each semester.

SPEECH AND DRAMA

MISS THORSON

The aim of this department is fourfold: first, to develop an appreciation of the art of speaking; second, to aid the student of literature in oral expression; third, to give the student who expects to major in speech or dramatic work a foundation for university study; fourth, to foster the creative spirit through the medium of the theatre.

Frances Shimer offers opportunity to all students for artistic self-expression through the drama. Special festivals are given at Christmas and Easter. The Dramatic Club stages two productions. The Play Production students present one-act plays. Not only in acting and stage management, but in design, costume, music, and dancing, the student receives practice in relating her art to an artistic whole. All departments of the college co-operate in producing a play.

Upon consultation with the instructor, students with particular speech difficulties will receive individual attention in corrective speech. These students are urged to elect Speech 21 or Speech 31.

21-22—SPEECH.

A beginning course in the fundamentals of speech for students of the lower division; voice and pantomime, oral reading, and creative dra-

matics; frequent opportunities to appear informally before an audience.

Two hours per week, both semesters. Two credits each semester.

31—FUNDAMENTALS OF SPEECH.

A foundation course for public speaking, interpretation, and acting; breathing, elements of tone production, the relation of emotion to speech; posture; rhythm; oral exercises with student criticism; private instruction for those needing corrective speech.

Two hours per week, first semester. Two credits.

32—LITERARY INTERPRETATION.

A study of moods, emotions, and ideas as expressed by the poet, novelist, dramatist, with student's own creative work in monologues and plays; some study in acting technique, and in radio technique; lyric verse, dramatic monologues, short stories, scenes from plays and the student's own creations used as source material. Prerequisite: Speech 31.

Two hours per week, second semester. Two credits.

34—EXTEMPORANEOUS SPEAKING.

The organizing of public opinion through speech; study of the impulses governing human behavior; organization of speech material; assigned reading; constant drill in speaking from the platform. Prerequisite: Speech 31.

Two hours per week, second semester. Two credits.

43-44—INDIVIDUAL INSTRUCTION FOR ADVANCED STUDENTS.

Private lessons for seniors who expect to major in speech; open to others by special permission. A maximum of four credits granted for work in this course. Advanced interpretation, characterization, and preparation of recital material. Prerequisite: Speech 32.

Two half-hour lessons per week and a minimum of five hours per week in study and practice, both semesters. Two credits each semester.

SOCIAL SCIENCE

MISS LEAMAN, *Chairman of the Division*

The aim of the social sciences is to give the student perspective and to prevent her from being submerged by the details of the knowledge of the world in which she lives. The background for an intelligent understanding of things as they are is to be found in the history of the past. The courses are concerned primarily with the impact of forces generally known as the industrial revolution on economic, social and political institutions. Eventually it is hoped that the student will have an appreciation of the major social problems of the present day and not only will be eager to receive the rich heritage of the race but will also be enabled to contribute to its enrichment.

31-32—THE RISE AND DEVELOPMENT OF MODERN LIBERALISM.

A study of the problem of individual freedom which examines the meaning and status of freedom in each historical epoch between 500 A. D. and the present. The difficulties encountered by the liberal democratic states in their efforts to limit the economic freedom of the individual to the extent necessary to the maintenance of democracy without destroying cultural and political freedom are noted. The relative merits of planned and unplanned societies are emphasized. Course required of all juniors.

Four hours per week, both semesters. Four credits each semester.

ECONOMICS

MISS LEAMAN

41—GENERAL ECONOMICS.

A course designed to orient the student in some of the fundamental economic principles and in the problems of modern economic society; emphasis on the development of the present economic order and its characteristics such as private property, reliance on free private enterprise and the profit motive, interdependence and specialization, prices, financial control, and world markets.

Three hours per week, first semester. Three credits.

HISTORY

MISS LEAMAN, MR. MCBRIDE, MISS HOSTETTER

11-12—MODERN EUROPEAN HISTORY.

An elementary course for lower division students. First semester study of Western Europe from the reign of Louis XIV to 1789, with attention to international relations as influenced by dynastic rivalries and revolutionary movements; second semester study of period from 1789 to the present, with detailed consideration of political and economic influences and of the international relations which culminated in the World Wars.

Four hours per week, both semesters. Four credits each semester.

21-22—THE DEVELOPMENT OF AMERICAN CULTURE.

A study of some of the ideas fundamental to an understanding of the developing culture of the American people, considered in the context of a series of major problems faced by Americans in the course of the development of their economic, political and social institutions from 1600 to the present day. One lecture, three discussion periods each week.

Four credits each semester.

33-34—HISTORY OF EUROPE.

A survey of the history of Europe from the period of the Roman Empire to the present day; first semester study emphasis upon the development of medieval civilization upon the foundations left by the Romans, the Renaissance, the Reformation, and the struggle between absolutism and constitutionalism; second semester study of nineteenth century revolutionary movements, the growth of nationalism and imperialism, and the first World War and its results; lectures supplemented by collateral readings, maps and reports.

Three hours per week, both semesters. Three credits each semester.

47-48—INTRODUCTION TO ART HISTORY.

A survey study of the history of art, designed to give a foundation for subsequent period courses; the tracing of the development of style, emphasizing sculpture and architecture in the first semester, and painting in the second semester; study of general art principles, showing the value of such knowledge in the development of taste and observation and in evaluation; lectures supplemented by collateral readings, term papers, and the study of numerous reproductions. Either semester's work may be taken separately, but the entire course is recommended.

Two hours per week, both semesters. Two credits each semester.

PSYCHOLOGY

MISS MELTON

41—GENERAL PSYCHOLOGY.

An introduction to the principles of psychology observable in everyday life; a survey of the forces at work in mental life, and their control and application to the problems about us; considerable study of the subjects of personality, individual differences, heredity, intelligence, motivation, emotion, learning, thought, and observation. Personal conferences with instructor concerning psychological problems arising in connection with college work and social adjustment included as integral part of the course.

Three hours per week, first semester.

Three credits.

42—APPLIED PSYCHOLOGY.

A survey of the techniques of psychology used in the care and training of children, in education, mental health, advertising and counseling.

Three hours per week, second semester.

Three credits.

SOCIOLOGY

MISS LEAMAN, MISS GREEN

13-14—THE FAMILY AND PERSONALITY DEVELOPMENT.

An introductory course which uses family life as the starting point for a study of western culture. The family as such is examined for the

purpose of noting the effect of this institution on the personality development of the child. Institutions outside the home, the market and the state, are analyzed in order to show how they in turn affect the home.

Four hours per week, both semesters. Four credits each semester.

42—INTRODUCTION TO SOCIOLOGY.

A study of the present social order in contrast to the social order which it is in process of displacing, i. e., the pre-industrial social order; study of such topics as population, the technological base, man and his environment, man's social heritage, social groups and institutions in modern society, racial and cultural diversity, human nature, and the various problems arising from social change.

Three hours per week, second semester. Three credits.

NATURAL SCIENCE AND MATHEMATICS

MISS BAXTER, Chairman of the Division

BIOLOGICAL SCIENCES

MISS WEIGEL, MR. LIDDLE

The courses in biology are designed to give the students a clear conception of the underlying principles which govern living matter. The dominating objectives of the courses are: (1) to cultivate skill in and habits of scientific thinking, (2) to describe and interpret the machinery of the organic world, and (3) to contribute practical information about biology desirable for citizens in the modern world.

11-12—ELEMENTARY BIOLOGY.

A study of plants and animals, their lives, functions, environments, and economic importance; field trips familiarizing the student with local flowers, birds, and insects; emphasis upon human biology, public health, and consumer biology.

Four class meetings and one two-hour laboratory period per week, both semesters. Four credits each semester.

31-32—GENERAL BIOLOGY.

A study covering the following four main divisions: I. Variety and relationships among living things: a brief study of the plant and animal kingdoms, including a study of man's probable ancestry. II. The dynamics of living organisms: an analysis of how the living machine works, with particular stress on the physiology and psychology of man in health and disease. III. Organic evolution, heredity, and eugenics. IV. Ecology: the relation of living organisms to their environment. Laboratory demonstrations and motion pictures used.

Four lecture periods per week, both semesters. Four credits each semester.

41—GENERAL ZOOLOGY.

A study of the principles governing animal and human life; a comprehensive survey of the structures of the organism relative to digestion, respiration, excretion, and reproduction; discussions of philosophical phases of the subject: nature and origin of life, spontaneous generation; the germ theory of disease, and immunity; lectures, discussions, and laboratory work planned to introduce the major divisions of animal biology, anatomy, physiology, ecology, classification, and geographic distribution. Prerequisite: Biology 31-32.

Two lectures and two two-hour laboratory periods per week, first semester. Four credits.

42—PHYSIOLOGY.

Scientific observation, experiments, and thinking, furnishing a basis for meeting the varying physiological needs of life; study of anatomy, cell structure, work of the heart, circulation, respiration, digestion and foods, action of muscle and nerve, and body defenses against disease.

Two lectures and two two-hour laboratory periods per week, second semester. Four credits.

PHYSICAL SCIENCES

MR. LOVEJOY, MISS BAXTER, MR. LIDDLE

The courses in the physical sciences are designed to give the student an understanding of his physical environment. An important aspect of these courses is the consideration of the nature of scientific knowledge; the way in which it is discovered and the methods of thought involved in its application to the problems of every day life.

21-22—ELEMENTARY PHYSICS.

An explanation of common phenomena in daily life and an understanding of the laws which control them; study of scientific method; attention to the mathematical aspect of the subject, with emphasis upon the applications of principles of physics in the modern environment.

Prerequisite: two years of high school mathematics. An elective course for freshmen and sophomores.

Three class meetings and two two-hour laboratory periods per week, both semesters. Four credits each semester.

23-24—ELEMENTARY CHEMISTRY.

A study of the different kinds of matter found in the universe, and of the processes by which particular varieties are transformed into new and different materials. Substances and chemical transformations that are especially important in daily life are examined in some detail. The nature

of scientific knowledge and the method of science are taken up with particular reference to the subject matter of chemistry.

Three class meetings and two two-hour laboratory periods per week both semesters. Four credits each semester.

31-32—GENERAL PHYSICAL SCIENCE.

The course involves an integration of the major ideas found in the various areas of physical science so that the student may achieve a unified picture of the physical universe. Throughout the course emphasis is placed upon the means by which man has arrived at the various generalizations. Experimental demonstrations and educational motion pictures are important in the development of these ideas.

Four class meetings per week, both semesters. Four credits each semester.

33-34—GENERAL PHYSICS.

Mechanics, heat, electricity, sound, and light; emphasis on the practical application of physical principles. Course framed to meet the needs of ex-service men.

Three class meetings and two two-hour laboratory periods per week, both semesters. Four credits each semester.

41-42—GENERAL CHEMISTRY.

General chemistry, with introductory qualitative analysis; emphasis on understanding the fundamental laws of chemical action and modern theories about chemical phenomena. Designed for students needing chemistry as prerequisite for home economics, medicine, nursing, or a major in science, as well as for those wishing a general liberal arts study. Prerequisite: Physical Science 31-32 or high school chemistry.

Three lectures and two two-hour laboratory periods per week, both semesters. Four credits each semester.

MATHEMATICS

MISS BAXTER

The courses in mathematics aim to prepare the student for advanced study in mathematics, for more efficient work in the various fields of business, finance, statistics, science, art and engineering, and to develop a method of thinking and problem solving that will be useful in daily life.

11-12—PLANE GEOMETRY.

A study of straight-line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

Four hours per week, both semesters. Four credits each semester.

21-22—SECOND YEAR ALGEBRA.

A review of first year algebra; functional relations, graphs, variations, exponents, roots, radicals, quadratic equations, radical equations, systems of quadratic equations, the binomial theorem, logarithms, and the trigonometry of a right triangle. Work of the first semester covers required work for one-half credit. The whole year is recommended for College Board candidates.

Four hours per week, both semesters.

Four credits each semester.

24—SOLID GEOMETRY.

Lines, planes, and angles in space; a study of polyhedrons, cylinders, cones, and spheres, with computation of their surfaces and volumes.

Four hours per week, second semester.

Four credits.

32—TRIGONOMETRY.

Trigonometric functions of angles, reduction, formulas, fundamental identities, radian measure, inverse functions, equations, and the solution of triangles.

Three hours per week, first semester.

Three credits.

31—COLLEGE ALGEBRA.

A study of variables, functions, theory of equations, binomial theorem, progressions, logarithms, permutations, combinations, partial fractions, determinants, and series.

Three hours per week, second semester.

Three credits.

THE FINE ARTS

MISS HOSTETTER, *Chairman of the Division*

The Division of the Fine Arts includes the work of the Departments of Graphic and Plastic Arts and Music. Courses aimed at developing an understanding of the arts as well as at increasing performing skills are included in the curriculum.

Music in the junior college has a special function in that it continues and develops the interest aroused in secondary schools through participation in recital, chorus, and glee club. It also aims to carry to a higher degree of proficiency the performing skills acquired elsewhere. For the junior college student, as well as for the older liberal arts college student, music acts as an emotional outlet, a refuge from the commonplace, an emotional and intellectual discipline, a vehicle of personality development, and finally as an avocation or vocation.

Graphic and Plastic Arts in the junior college serve to prepare the student to make significant creative contribution to contemporary art and life, whether that contribution be in a university, an art school, a home, or a professional position.

HISTORY AND APPRECIATION OF THE FINE ARTS

MISS HOSTETTER, MRS. MACARTHUR, MISS GRAVES

11-12—FINE ARTS SURVEY.

A course designed to supplement the courses in Art and Music; an attempt to give the student an understanding of the development of the arts throughout history and of man's effort to express himself through their means; presentation of and commentaries on examples of the major and minor art forms; emphasis upon the application of the material to the every-day life of the student; attention called to the development of appreciation of the arts as a leisure time activity.

Two hours per week, both semesters. Two credits each semester.

31-32—MUSIC APPRECIATION.

A layman's course in the appreciation of music, designed primarily for liberal arts students; emphasis upon an intelligent understanding of the periods, forms, styles, and techniques of music; lectures, attendance at recitals, use of records from Carnegie Music Set, assigned readings, and papers included in the course.

Two class hours and one listening period per week, both semesters. Two credits each semester.

47-48—INTRODUCTION TO ART HISTORY.

A survey of the history of art, designed to give a foundation for subsequent period courses; the tracing of the development of style, emphasizing sculpture and architecture in the first semester, and painting in the second semester; study of general art principles, showing the value of such knowledge in the development of taste and observation and in evaluation of present day art; lectures supplemented by collateral readings, term papers, and the study of numerous reproductions. Either semester's work may be taken separately, but the entire course is recommended.

Two hours per week, both semesters. Two credits each semester.

GRAPHIC AND PLASTIC ARTS

MR. AND MRS. KNEALE

The courses in art are designed to provide opportunity for the discovery of the true meaning of creative art experiences and to furnish fundamental preparation for professional and non-specialized activity. The courses are correlated with other fields of study and provide constructive help and guidance in the various aspects of artistic endeavor.

Art expression is emphasized in school activities. The Dickerson Art Gallery plays an important role in the life of the college. Students have unlimited opportunity to study its permanent works of art. The Carnegie

Art Set of 900 reproductions and 130 volumes on art and related subjects is housed in the gallery.

13-14—APPLIED DESIGN (INTRODUCTION TO ART).

A study of the basic fundamentals of art, designed to stimulate the imagination of the beginning student and to develop original ideas. The student is introduced to the principles of design as applied to block-printing, metal work, jewelry design, pottery-making, clay-modeling and elementary color study.

Three two-hour studio periods per week, both semesters. Two credits each semester.

21-22—DRAWING AND COMPOSITION.

The emphasis in this course is upon good draftmanship and structural drawing employing the pencil, charcoal and crayon as mediums. Line, form and mass are studied in compositional arrangement affording the student general interest in and appreciation of art as well as building a sound background for future specialized vocational study. Prerequisite: Art 13-14.

Three two-hour studio periods per week, both semesters. Two credits each semester.

31-32—DESIGN AND COMMERCIAL ART.

The detailed study of design as it applies to all art forms affords valuable experience in selecting home furnishings as well as developing the originality of the student. Advertising layout, lettering, fashion illustration and design are stressed, thus providing foundational skills for commercial art. Prerequisite: Art 21-22.

Three two-hour studio periods per week, both semesters. Two credits each semester.

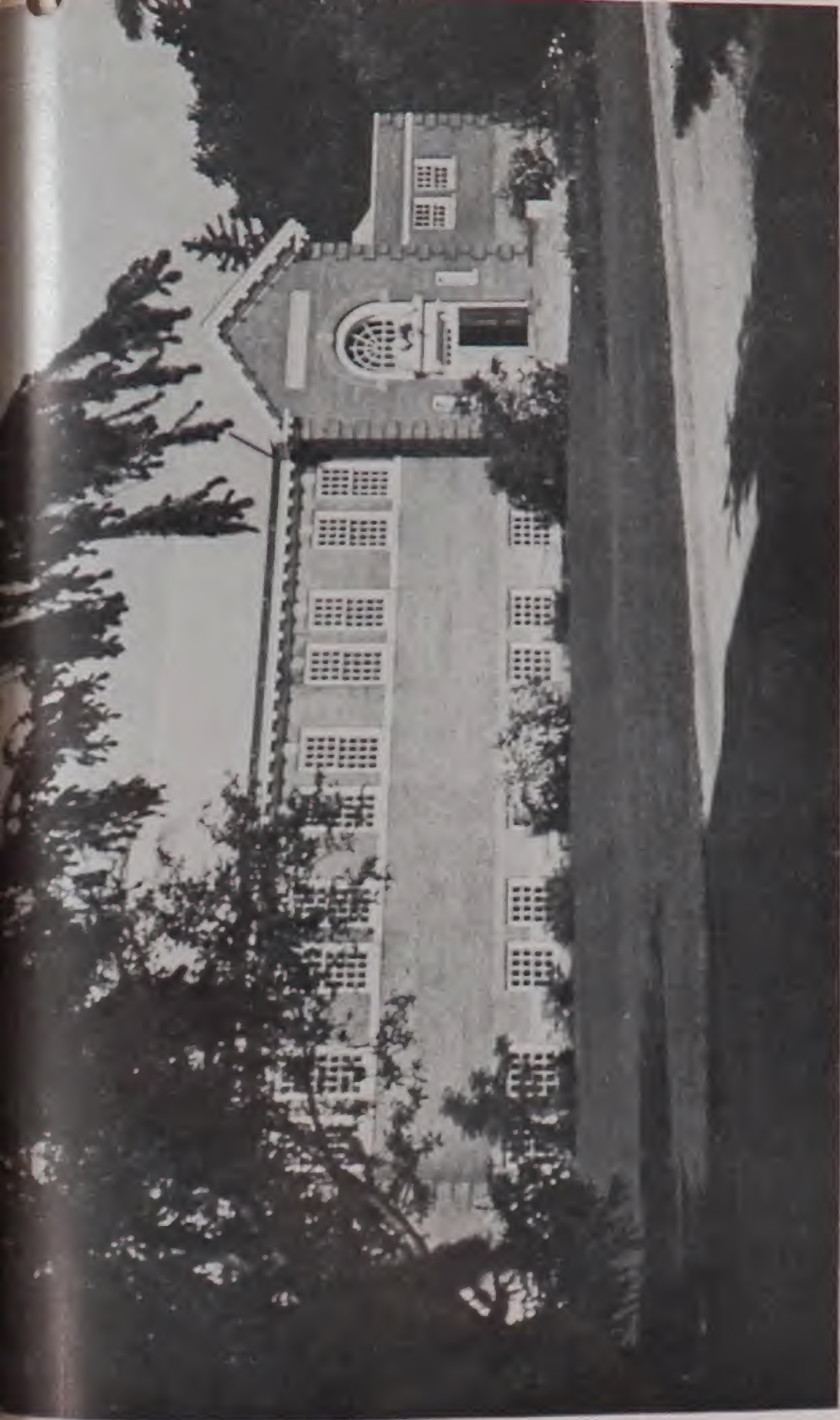
41-42—PAINTING.

This course provides advanced study in painting. Oil, transparent, watercolor and tempera are the mediums used. Attention is given to color theory and the development of individual techniques in landscape, still life and portrait work. Prerequisite: Art 31-32.

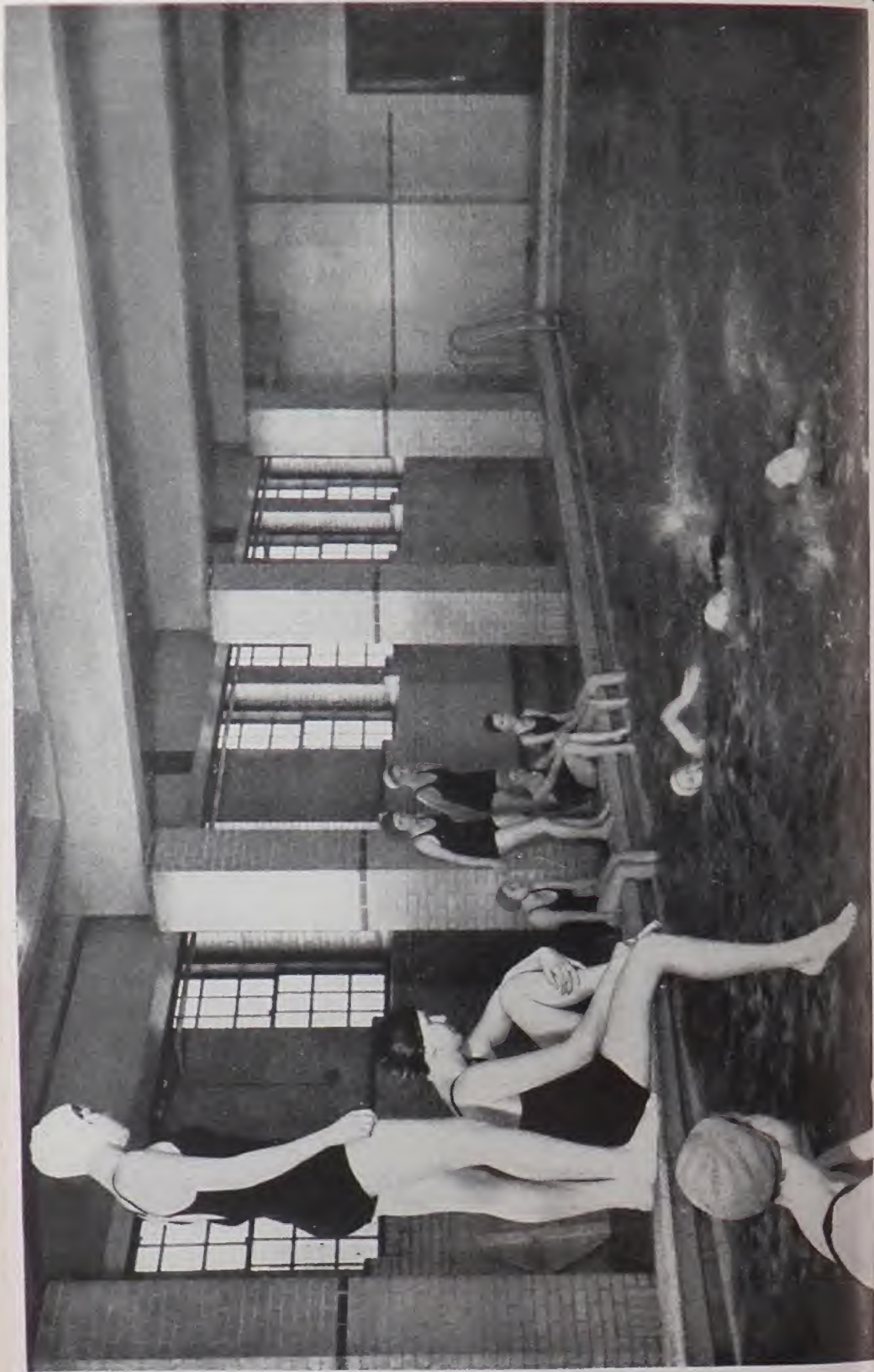
Three two-hour studio periods per week, both semesters. Two credits each semester.

MUSIC

The music courses are designed to meet the general needs of the average student. Participation in recitals is encouraged as an aid to poise. Private lessons in applied music stress the building of repertoire and the



GYMNASIUM



SWIMMING POOL

development of technical proficiency. Choral and ensemble classes demand musicianship and afford the pleasure of group activity.

The Kwalwasser-Dykema aptitude tests will be given to beginners in all music departments. Placement examinations will be required of all other new applicants. A list of all previously studied compositions will be presented to the department at registration. Elementary Harmony is offered for music students at the college level.

THEORY OF MUSIC

MISS EBY

35-36—ELEMENTARY HARMONY.

Study of ear-training, dictation, sight-singing, and elementary harmony, and specifically the following: Introduction to principles of chord structure; intervals, primary and secondary triads, dominant seventh and ninth chords, secondary seventh chords, modulations to closely related keys; written exercises based upon figured basses and given melodies; analysis of hymn tunes and Bach chorales; emphasis upon the harmonization of original melodies; singing and playing of scales, intervals, and triads; performance of various keyboard patterns in all major and minor keys; practice in reading at sight, singing in correct pitch, and detecting difference in rhythmic patterns; ear training through dictation of increasing difficulty in rhythmic patterns, intervals, and melodies.

Four hours per week, both semesters.

Four credits each semester.

THE FOUR-YEAR UNIT PLAN

(One unit equals three credits)

PIANO

MISS GRAVES, MISS EBY, MRS. MACARTHUR

The courses in piano include all grades of material required for the most systematic technical and musical development and involve a special adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work and representative compositions are chosen throughout the course in order that the emotional and intellectual qualities may be developed in unison with the technical. Public student recitals are given at intervals during the year. Students may enter courses for which they are found qualified by the placement test. Material of the approximate grades listed will be selected to suit individual needs.

Piano lessons alone are one-half unit, including one private fifty-minute lesson in technic and repertoire and five hours practicing per week. (A music student may take private piano and private voice, totalling one full unit.) Division is made as follows:

11-12—PIANO, ELEMENTARY I.

Piano fundamentals for beginners in the lower division. *Technic:* Major scales and arpeggios. *Repertoire:* *Adult Preparatory Book*, Thompson; *Fundamental Piano Series, Book I*, Curtis. Sight-reading and Ensemble. (Beginners in the Upper Division, see Piano 31-32.)

One fifty-minute private lesson and five hours practice per week, both semesters. One-half unit each year.

13-14—PIANO, ELEMENTARY II.

A course for students in the lower division with some background and knowledge of sight-reading. *Technic:* Major and minor scales and arpeggios. Schmitt, *Preparatory Exercises*. *Repertoire:* *Fundamental Piano Series, Books II and III* Curtis; *First Lesson in Bach*, Carroll; *Famous Classics*, Thompson; *Sonatina Album*, Kohler; *Album for the Young*, Schumann; *Easy Preludes*, Chopin; *Lyrical Pieces*, Grieg. (Upper Division students who have completed Elementary I requirements, see Piano 33-34.)

One fifty-minute lesson and five hours practice per week, both semesters. One-half unit each year.

21-22—PIANO, INTERMEDIATE.

A course for Lower Division students who have completed Elementary II requirements. *Technic:* Major and minor scales, arpeggios in three positions—Schmitt, *Preparatory Exercises*; Hanan, *The Virtuoso Pianist*. *Repertoire:* *Album, Bach*; *Short Preludes and Fugues*, Bach; *Viennese Sonatinas*, Mozart; *Waltzes and Preludes*, Chopin; *Songs Without Words*, Mendelssohn; *Children's Corner*, Debussy. Compositions of Schumann, Grieg, MacDowell, Palmgren, and other easy moderns. (Upper Division students who have completed Elementary II requirements, see Piano 35-36.)

One fifty-minute private lesson and five hours practice per week, both semesters. One-half unit each year.

23-24—PIANO, ADVANCED.

A course for lower division students who have completed Intermediate Piano requirements. *Technic:* Major and minor scales in octaves, thirds, sixths, and tenths. Tonic arpeggios, dominant and diminished seventh arpeggios in all positions. Wolf, *Der Kleine Pischna*. *Repertoire:* *Two and Three-Part Inventions*, Bach; *French and English Suites*, Bach; *Easy Sonatas*, Mozart, Haydn, and Beethoven; *Nocturnes and Etudes*, Chopin. Selections from the Classic, Romantic, Modern and Impressionistic schools. (Upper Division students who have completed Intermediate Piano requirements, see Piano 41-43.)

One fifty-minute private lesson and five hours practice per week, both semesters. One-half unit each year.

31-32—PIANO, ELEMENTARY I.

A course, similar to Piano 11-12, for beginners in the Upper Division. For description, see Piano 11-12, above.

One fifty-minute private lesson and five hours practice per week, both semesters. One-half unit each year.

33-34—PIANO, ELEMENTARY II.

A course, similar to Piano 13-14, for students in the Upper Division who have completed Elementary I requirements. For description, see Piano 13-14 above.

One fifty-minute private lesson and five hours practice per week, both semesters. One-half unit each year.

35-36—PIANO, INTERMEDIATE.

A course, similar to Piano 21-22, for students in the Upper Division who have completed Elementary II requirements. For description, see Piano 21-22, above.

One fifty-minute private lesson and five hours practice per week, both semesters. One-half unit each year.

41-42—PIANO, ADVANCED.

A course, similar to Piano 23-24, for students in the Upper Division who have completed Intermediate Piano requirements. For description, see Piano 23-24, above.

One fifty-minute private lesson and five hours practice per week, both semesters. One-half unit each year.

For students taking applied music for credit, the following possibilities are offered for the other half unit:

Theoretical Units

UNIT I. EURYTHMICS.

An intensified study of rhythms as related to bodily movements. To be taught in the gymnasium.

Two hours per week. One-half unit each year.

UNIT II. FUNDAMENTALS OF MUSIC.

The equivalent of the first semester of first-year Harmony. Includes the language of signs and symbols, keys, scale building, basic theory, rhythmic drills, creative writing, history and construction of the piano, and vocabulary of musical terms. A student may test out of Unit II or Unit III.

Two hours per week.

One-half unit each year.

UNIT III. KEYBOARD HARMONY.

The equivalent of second semester of first year Harmony. Includes the study of cadence chords, transposition, modulation, sight reading, ear training, interval study, keyboard harmony (chord progression), accompanying.

Two hours per week.

One-half unit each year.

UNIT IV. PIANO LITERATURE AND INTERPRETATION.

Historical survey of piano composers with representative works of each given by records and by student performance. Advanced students required to participate in this class. Study of the styles of various schools—dance forms, counterpoint, sonata form, song form, etc.

Two hours per week.

One-half unit each year.

ELECTIVES Piano Ensemble (Two Piano)—No credit. For advanced students.

One hour per week.

VOICE

MADAME SCOTT

Voice lessons alone are one half unit, including one private lesson per week, one class lesson per week (Fundamentals of Music and Vocal Technic) and five hours practicing per week. A student may take private piano and private voice, totalling one full unit.

Division is made as follows:

11-12—VOICE, ELEMENTARY I.

A course for beginners in the lower division. Clippinger, vocal method; Concone, 50 vocalises; Vaccai, vocalises; elementary theory; easy songs (Upper division students beginning voice study, see Voice 31-32.)

One half-hour private lesson, one hour class lesson, and five hours practice per week, both semesters.

One-half unit each year.

13-14—VOICE, ELEMENTARY II.

A course for lower division beginners with some knowledge of singing and musicianship. Clippinger, vocal method; Concone, 50 vocalises; Vaccai, vocalises; and more advanced songs in Italian and English. (Upper division beginners with some knowledge of singing and musicianship, see Voice 33-34.)

One half-hour private lesson, one hour class lesson, and five hours practice per week, both semesters.

One-half unit each year.

21-22—VOICE, INTERMEDIATE.

A course for lower division students with previous training and some experience in performance. Clippinger, vocal method; Spicker, vocalises;

Vaccari, vocalises, songs in Italian, French, German, and English. (Upper division students with previous training and some experience in performance, see Voice 35-36.)

One half-hour private lesson, one hour class lesson, and five hours practice per week, both semesters. One-half unit each year.

23-24—VOICE, ADVANCED.

A course for lower division students with exceptional ability in voice and musicianship. Spicker, masterpieces of vocalization; Marchesi, vocalises and full repertoire. (Upper division students qualified for Advanced Voice, see Voice 41-42.)

One half-hour private lesson, one hour class lesson, and a minimum of five hours practice per week, both semesters. One-half unit each year.

31-32—VOICE, ELEMENTARY I.

A course, similar to Voice 11-12, for beginning voice students in the upper division. For description, see Voice 11-12, above.

One half-hour private lesson, one hour class lesson, and five hours practice per week, both semesters. One-half unit each year.

35-36—VOICE, INTERMEDIATE.

A course, similar to Voice 21-22, for students in the upper division who have completed Elementary II requirements. For description and crediting, see Voice 21-22.

One half-hour private lesson, one hour class lesson, and five hours practice per week, both semesters. One-half unit each year.

41-42—VOICE, ADVANCED.

A course, similar to Voice 23-24, for upper division students with exceptional ability in voice and musicianship. For description and crediting, see Voice 23-24, above.

One half-hour private lesson, one hour class lesson, and a minimum of five hours practice per week, both semesters. One-half unit each year.

For students taking applied music for credit, the following possibilities are offered for the other half unit:

Theoretical Units

UNIT I. EURYTHMICS—See Piano Department.

UNIT II. FUNDAMENTALS OF MUSIC—See Piano Department.

UNITS III AND IV. VOCAL LITERATURE AND INTERPRETATION.

Historical survey of vocal composers with representative works of each given by records and by student performance. Advanced students required to participate in this class. Study of operas and foreign diction.

Two hours per week.

One-half unit each year.

ELECTIVES: VOCAL ENSEMBLE—No credit. For Intermediate and Advanced Students. One period per week.

GLEE CLUB—No credit. Membership by tryouts.

An organization open to all voice students. Other students interested in ensemble singing are eligible after voice and music knowledge tests. Frequent public appearances afford opportunity for musical expression. Special rehearsals are required prior to all public appearances. The course may be dropped only with permission of the Dean, and continuous attendance is required. Two hours per week, both semesters.

CHAPEL SINGERS—No credit.

Nine singers are selected annually by the instructor to lead the music in chapel services, sing occasionally in churches, broadcast, and give concerts in neighboring towns. One hour per week, both semesters.

VIOLIN

MRS. MACARTHUR

Violin lessons alone are one-half unit, including one fifty-minute private lesson per week and five hours practicing per week. For the other half units, it is recommended that the student take Theoretical Units I and II (see Piano Department) and two half-units of piano. Division is made as follows:

11-12—VIOLIN, ELEMENTARY I.

An elementary course for students in the lower division. Maia Bang, Book I; Wohlfhart, Op. 45, Book I; Kayser, Etudes, Op. 20, Book I; Gruenberg, Progressive Studies, Vol. I, or other similar etudes; Pleyel, Duos; pieces of corresponding grade. (Upper division students who are on the Elementary I level, see Violin 31-32.)

One-half unit each year.

13-14—VIOLIN, ELEMENTARY II.

A course for lower division students who have fulfilled Elementary I requirements. Wohlfhart, Op. 45, Book II; Sevcik, fundamental technical exercises; scales and arpeggios in the lower three positions; Danola, Air Varies; Hans Sitt, Concertino; Seitz, concertos or similar works. (Upper division students who are on the Elementary II level, see Violin 33-34.)

One-half unit each year.

21-22—VIOLIN, INTERMEDIATE.

A course for lower division students who have completed Elementary II requirements. Mazas, Etudes, Parts I and II; Dont, Op. 37; Sitt, Op. 20; Hrmaly Scale Studies; Accolay, Concerto; Handel and Mozart, So-

natias; other standard works of medium difficulty. (Upper division students who have completed Elementary II requirements, see Violin 35-36.)

One-half unit each year.

23-24—VIOLIN, ADVANCED.

A course for lower division students who have completed Intermediate Violin requirements. Tartini, Art of the Bow; Flesch, Scale Studies; Kreutzer Etudes, Rode, Etudes; Dont, Op. 35, Fiorillo; Wieniawski, Etudes Caprices; Bach, Sonatas; Mozart, Concertos; and other standard works of similar difficulty. (Upper division students who have completed Intermediate Violin requirements, see Violin 41-42.)

One-half unit each year.

31-32—VIOLIN, ELEMENTARY I.

A course, similar to Violin 11-12, for students in the upper division. For description, see Violin 11-12, above.

One-half unit each year.

33-34—VIOLIN, ELEMENTARY II.

A course, similar to Violin 13-14, for students in the upper division. For description, see Violin 13-14, above.

One-half unit each year.

35-36—VIOLIN, INTERMEDIATE.

A course, similar to Violin 21-22, for students in the upper division who have completed Elementary II requirements. For description, see Violin 21-22, above.

One-half unit each year.

41-42—VIOLIN, ADVANCED.

A course, similar to Violin 23-24, for students in the upper division who have completed Intermediate Violin requirements. For description see Violin 23-24, above.

One-half unit each year.

APPLIED ARTS

Miss McNETT, Chairman of the Division

HOME ECONOMICS

MRS. SWETTING

The courses offered in this department are planned for two classes of students in the upper division, those who expect to specialize later in home economics, and those who desire some fundamental knowledge of household problems.

11-12—INTRODUCTION TO HOMEMAKING.

A course based on the theory that every girl should contribute her share toward the success of the home in which she lives; preparation for meeting the most common problems in housekeeping and homemaking; discussion of the following subjects: the development of the modern home; the use of time, money, and leisure; the care and training of children; the selection, use, and care of labor-saving devices; the selection, construction, and care of clothing and household furnishings; food selection and preparation, with special emphasis on nutritive values.

Four hours per week, both semesters. Four credits each semester.

31-32—TEXTILES AND CLOTHING.

Study of the problems of textiles and clothing directly affecting the consumer; study of fibers, materials, ready-to-wear garments, accessories, and house furnishings; special emphasis on suitability, serviceability, and care; a survey of the development of modern dress from historic costume; construction problems planned according to students needs and abilities; study of the fundamental principles of line, design, and color, and the use and alteration of patterns which are necessary for the individual.

One lecture and two two-hour laboratory periods per week, both semesters. Three credits each semester.

33-34—FOODS.

Study of the scientific principles underlying food preparation; laboratory application of those principles; consideration of principles essential to marketing and menu planning; meals prepared on the basis of these principles. (During the year each student has opportunity to plan and help serve meals to which guests are invited.) Course open to juniors and seniors.

Two class meetings and two two-hour laboratory periods per week, both semesters. Four credits each semester.

41—HOME MANAGEMENT.

A study of household expenditures, considering approximate percentages at different income levels for various budget items; investments and savings; clothing and food for the family; household equipment and its care; schedule of work; care of the house; home laundering (If this course is to be transferred for credit, it must be preceded by or taken concurrently with Economics 41.)

Three hours per week, first semester. Three credits.

42—HOME PLANNING AND FURNISHING.

A study of historic types of architecture and their influence upon contemporary styles; study of floor plans, with particular attention to

convenience, economy, and attractiveness of room arrangement; consideration to the sanitation of the home; plumbing, lighting, heating, and ventilation; application of principles of design in the selection and arrangement of furniture, draperies, rugs, pictures, and decorative objects.

Three hours per week, second semester.

Three credits.

PHYSICAL EDUCATION

MISS COLLINS, MISS ABRAMSON, MISS JAYNES, MR. SCOFIELD

The department of physical education aims to establish sound health habits, thus helping the student become more efficient physically. It also seeks to supply the student with the fundamental skills in recreational activities that will not only be satisfying during college years but also may be enjoyed in her after-college leisure time; to promote social development and create high ideals of team co-operation, and to provide adequate individual remedial and corrective activities as indicated by the medical examination.

Requirements for All Students

A minimum of three periods per week, or equivalent, is required of all lower division students, and two periods per week of all upper division students. No student is excused from physical education except on the written statement of a qualified physician; students with doctors' excuses will have to take physical education theory.

Credit for physical education is not given in the upper division unless accompanied by the course in hygiene. An average grade of "C" in physical education and in hygiene is required if credit is to be granted.

Activities

The activities of the department, in keeping with the objectives stated above, may be grouped as follows:

1. Dancing

Training in rhythmic response; the development of skills in fundamental rhythms and of the basic and authentic steps, characteristic of the various forms of dancing; emphasis placed upon folk, old-time and accepted social dances

2. Individual work

Corrective work for postural and nutritional conditions.

3. Swimming

Elementary, intermediate, and advanced swimming, and diving.

4. Sports

Archery, badminton, golf, horseback riding, tennis, table tennis, softball, basketball, volleyball, soccer, speed ball, and hockey.

5. Individual activities

Ice skating, skiing, tobogganing, hiking, and week-end trips. Inter-class and interscholastic competitive athletics are sponsored by the athletic association in cooperation with the physical education department.

Each student on entrance presents, on blanks furnished by the college, a medical examination and vaccination certificate from her own physician, and a record of her health history. The choice of an activity is determined by the findings of this examination.

The required uniform for all classes may be purchased in the college bookstore.

Equipment

The equipment of the department consists of a beautiful gymnasium, a swimming pool, a hockey field, three tennis courts, a nine-hole golf course, and riding stables.

Glengarry Farm Stables

Instruction in horseback riding is given at the Glengarry Farm Stables with facilities that are quite ideal. There are 240 acres of rolling countryside, numerous riding trails and a large riding ring, the scene of the annual horse show.

Mr. and Mrs. S. J. Campbell, owners of Argyll Stables, have generously extended the use of Glengarry Horse Farm and all its advantages to Frances Shimer. The main building, over 100 feet long, was designed in the colonial style to match the buildings of the campus. There are stalls for twenty-two horses and a large central exercise space. The building also contains an apartment for the trainer, the director's office, a beautiful lounge and rest room.

The Stables are operated as an institution entirely distinct from the college. The director is Miss Mildred Jaynes, who for thirteen years was director of physical education on the campus. All arrangements for courses are made with the director and all fees for riding are paid to her. Full credit in the physical education department is given for all instruction in equitation. Students are transported to and from the Farm in a station wagon.

The instructor of equitation, W. H. Scofield, has earned for himself a reputation as a skilled rider and teacher.

The fees for riding are \$100 per semester.

There is also a course in stable management given to advanced riding students. Upon satisfactory completion of this course a certificate is awarded which qualifies students to teach in summer camps.

Course in Hygiene

31—HYGIENE.

A course dealing with the everyday health problems of the students; study of the structure and functions of the body; analysis of the different systems of the body, leading toward increased understanding of the human mechanism; emphasis on problems of personal hygiene, including nutrition, reproduction, and mental hygiene, and on community health; lectures given by the director of physical education. (The course is integrated with the work in physical education and is required of all students at some time.)

One lecture period per week.

Required.

Red Cross courses in first aid also are offered and stressed.

SECRETARIAL STUDIES

MISS MCNETT

Secretarial training is an asset to any student. It may be a most useful tool in a desired position or it may develop into a vocation itself, depending on the fundamental interests and abilities of the possessor.

Lower division students should take Typewriting 11-12. Upper division students may register for Typewriting 31-32. These courses are standard courses and the requirements as to accuracy, speed, skills attained and work accomplished will be rigidly maintained.

Upper division students who have had at least one year of typewriting may take the advanced course, Typewriting 35-36. This course offers opportunity to increase ability in the use of the typewriter and other office machines.

11—BEGINNING TYPEWRITING.

A course including the mastery of the keyboard by touch and the care of the typewriter; drills and tests for accuracy and speed; tabulation and arrangement of material; personal letters and an introduction to business letters. Practice outside of class is required.

Four hours per week, first semester.

Four credits.

12—INTERMEDIATE TYPEWRITING.

A course in personal and business typing; study of the most common business papers and their relation to actual business situations. Students are given an opportunity to further increase typing skills acquired in the first semester.

Four hours per week, second semester.

Four credits.

23-24—ADVANCED TYPEWRITING.

A course designed to increase typing accuracy and speed; to improve typing technique and machine operation developed in the first year and to apply these in the typing of personal work, business letters, tabulated material, rough drafts, legal forms, and stencil cutting. Practice work outside of class is required.

Four hours per week, both semesters.

Four credits each semester.

31—BEGINNING TYPEWRITING.

Beginning course for upper division students, identical with Typewriting 11.

Four hours per week, first semester.

Two credits.

32—INTERMEDIATE TYPEWRITING.

Intermediate course for upper division students, identical with Typewriting 12.

Four hours per week, second semester.

Two credits.

35-36—ADVANCED TYPEWRITING.

Advanced courses for upper division students, identical with Typewriting 23-24.

Four hours per week, both semesters.

Two credits each semester.

41-42—ACCOUNTING.

The first part of this course is devoted to a study of the purposes and elements of accounting followed by accounting for merchandise, cash, notes and securities, accounting for a retail merchant, accounting for a professional man, work sheet and financial statements, adjusting and closing accounts and the personal service enterprise.

Work for the second semester deals with the study of partnership and corporations, including the recording of the transactions completed for one month, closing the partnership books and opening the books of a corporation, and taxation under each plan. After the business is incorporated the student continues to keep the books for a month.

Three hours per week, both semesters.

Three credits per semester.

STUDENT REGULATIONS

Residence halls—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the residence halls. Students living on the campus avoid many distractions, come into close contact with the life of the college, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

Students are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by nine o'clock. Students whose housekeeping habits are unsatisfactory may be asked to employ the hall assistant to render additional help and instruction.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plate and irons are provided at convenient places.

All rooms are furnished with single beds (3 feet x 6 feet 3 inches), pillows (20 inches wide), chairs, study tables, chest of drawers, and window shades. The windows are six feet six inches by four feet; the tops of the chest of drawers 38 x 19 inches. Students furnish rugs (two feet by six is a convenient size), bedding including a mattress pad, curtains, towels, cup, fork, and spoon (for use at spreads and picnics). It is also recommended that they provide themselves with a hot-water bottle, and heavy walking shoes.

Laundry—Clothing which is to be sent to the college laundry should be plain and should be marked by means of name tapes bearing the full name, not the initials only. These may be ordered through the business office at any time and the cost charged to the student's bookstore account. White laundry bags should be used.

Absences—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean of Students on definite re-

quest of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean in ample time for correspondence.

Guests—Parents who come to inspect the college, or who bring their daughters, are particularly welcome. A moderate charge is made for meals. When notified in advance, arrangements will be made for the entertainment of friends of students in the village for not more than three days at one time. *Students are not excused from any regular school duty because of guests.*

Telephones—Two pay telephones, one in West Hall and one in Hathaway Hall, are provided for the use of students. It is requested that calls to students be made, whenever possible, during recreation hours. Students will not be called from classes or other academic appointments to answer the telephone. Communications by telegraph are subject to the approval of the Dean.

Express and telegrams—All express and telegrams should be sent in care of the college and should be prepaid to avoid delay.

Special Permissions—Special requests for permissions of any kind should come from the parent directly to the Dean of Students, not through the student. Until written request has been made to the Dean and direct answer has been received, parents should not consent to students' requests which involve suspension of college regulations.

Secret Societies—All secret societies are forbidden.

A complete statement regarding student regulations can be found in "Student Handbook" prepared by the Student-Faculty Council. Each student is provided with a handbook.

EXPENSES

COLLEGE FEES

Tuition and living for the scholastic year, \$1,150.00.

Tuition for day students for the scholastic year, \$400.00.

There are no special fees for regularly elected courses described in the catalog or for many other services provided by the college. All fields of study and all instructional facilities, therefore, are open to all students without special charge.

The fees for riding should be paid to the director of Glengarry Farm Stables.

When mid-semester tests are taken before or after the time scheduled a special fee of \$5.00 is charged for each test; the special fee for a final examination is \$10.00.

For Resident Students

The yearly fee of \$1,150.00 is distributed as follows:

\$100 payable July 1, not returnable.

\$600 payable September 1.

\$450 payable January 1.

For students entering the second semester the fee will be \$600 payable in advance.

The fee includes the charge for academic instruction, board, room, and laundry (up to seventy-five cents per week). It also covers special class work and private lessons in music, art, and speech; graduation; class and club dues; subscription to the student publication; admission to athletic events and dramatic productions; special lectures and entertainments provided by the school; the facilities of the infirmary as well as the services of the nurse, and common remedies appropriately dispensed by a nurse without a physician's prescription, the dressing and treatment of infections, bruises, and wounds, and infirmary service in cases of illness. Fees of local physicians called in for diagnosis and treatment are paid by the students.

Normally a dormitory room accommodates two students. Single room, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single rooms or suite rooms except for certain rooms in West Hall and in Bennett Hall. Double rooms may not be held as single rooms.

For Day Students

The fee of \$400.00 for the scholastic year is for students living in the vicinity of Mount Carroll. This includes academic instruction and the special services enumerated above except the infirmary.

MISCELLANEOUS EXPENSES

The college bookstore stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account. Periodically a statement will be sent to parents covering bookstore charges, telephone tolls, telegrams, guest charges, excess laundry, etc., and is due on presentation. The store has for sale a well arranged account book with perforated monthly expense summaries which may be detached and sent to parents. It is recommended that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. Banking facilities are furnished by the business office for the benefit of student depositors.

TERMS OF PAYMENT

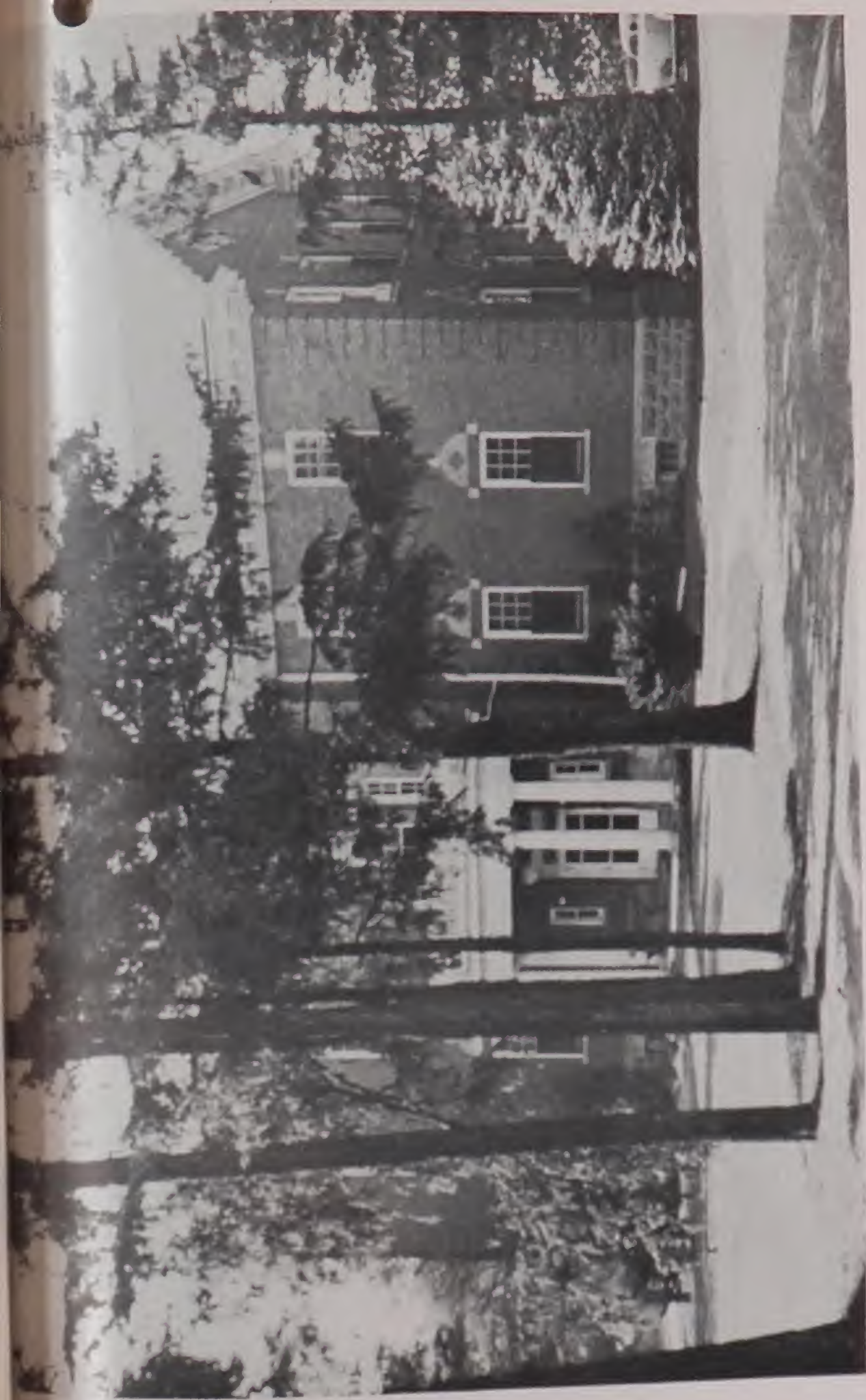
All fees are payable strictly in advance. No reports, statements of scholastic standing, or diplomas are issued until all accounts of whatever character have been settled in full.

For Resident Students

Due on or before September 19, 1947:	
For the first semester	\$700.00
\$100.00 of this amount payable July 1, 1947.	
Due January 1, 1948, and not later than February 4:	
For the second semester	\$450.00

For Day Students

Due on or before September 19, 1947:	
For the first semester	\$200.00
Due January 1, 1948, and not later than February 4:	
For the second semester	\$200.00



SCIENCE HALL



REFUNDS FOR WITHDRAWAL

All services and facilities are necessarily provided on the basis of a full scholastic year and economic administration forbids refunding of fees on account of withdrawal.

It is the practice, however, to make a concession when illness, as certified by a physician's written statement, requires withdrawal. No refund, however, will be made for withdrawal at or after the Christmas vacation in the first semester or during the last six weeks of the second semester.

Written notice of intention to withdraw at the end of the first semester must be filed with the Dean of the College and the Business Office before January 1, 1948. The second semester fee is due and payable on that date. Fixed charges of operation for the full scholastic year demand careful attention to this regulation.

No refund in any amount will be granted to students who withdraw voluntarily or upon the request of the administration.

STUDENT SERVICE

To recognize and reward high scholastic and personal achievement and to give assistance to worthy students who otherwise could not attend college, the trustees have set aside a limited portion of the institution's annual income to be used for this purpose.

Various opportunities for student service are available. The most remunerative and least time-consuming are those involving table service in the dining room and in the grill. Students are also employed in the library, the infirmary, in the physical education department and for general clerical work in various departments and in the administrative offices. An employment application form will be sent on request.

REMISSIONS

Remission of fees to full-time resident students will be granted, as follows:

Any student whose parent is actively engaged as a minister or an educator will be granted a reduction of \$100 a year.

For the purpose of assisting worthy students a reduction of \$100 a year is offered to a student whose father is not living and whose mother is dependent upon herself for support.

Application blanks will be furnished on request.

SCHOLARSHIPS AND AWARDS

SCHOLARSHIPS

A Merit Scholarship is available to a student whose grades place her approximately in the upper 10 per cent of her class and who is recommended by the principal or superintendent of the school from which she is transferred. A student receiving such a scholarship is expected to maintain a grade average of B. Failure to do so results in the forfeiture of the scholarship.

A limited number of scholarships are granted to students who have displayed unusual proficiency in the fields of art, drama, and music. The amount of the scholarship will be determined by the committee on scholarships after study of the applicant's qualifications. The maximum value of a Fine Arts Scholarship is \$200; it is granted for one year at a time. An applicant must rank in the upper one-third of her class. Try-outs in music (piano, voice, violin, and cello) and drama (public speaking and dramatic art) are held in various cities and at the college. Applicants for scholarships in art (drawing, water color and oil painting) must submit samples of their work direct to the head of the art department.

Application blanks for the above scholarships will be sent on request.

Honor Scholarships

A SENIOR SCHOLARSHIP, amounting to \$150.00, may be granted in recognition of outstanding mental and personal qualities to a Frances Shimer student who has completed the work of the junior year. This scholarship was awarded in 1946 to Betty Jo Guyan.

TWO LOWER DIVISION SCHOLARSHIPS, amounting to \$300.00 each, may be granted, on recommendation of the faculty, to Frances Shimer students who have completed the work of the lower division. The scholarships are payable \$150.00 per year. These scholarships were awarded in 1946 to Jo Ann Johnson and Katherine Phillips.

The Chicago Alumnae Scholarship

The three chapters of the Chicago Alumnae Group award an annual scholarship of \$150.00 to a senior who has been outstanding in scholarship, student activities, and personal qualities. This scholarship was awarded in 1946 to Cleone Lemcke.

PRIZES AND AWARDS

Announced During the Commencement Exercises

June 9, 1946

The Elizabeth Percy Konrad Trophy for excellence in English was first presented in 1926. The name of the student in the Upper Division graduating class who does the best work in English for the year, as recommended by a committee appointed for the purpose, is engraved on a large silver cup.

Nancy Schermerhorn, LaSalle, Illinois

The James Spencer Dickerson Prize of \$10.00 is awarded by the Dickerson Art Club to the student who has made the most progress during the year in drawing and painting.

Jeanne Spinito, Milwaukee, Wisconsin

The Jessie Miles Campbell Prize of \$10.00 is given each year to the College Sophomore who ranked highest in the Sophomore Testing Program. This battery of tests is given annually in about 80 colleges and is standardized on the tests of 4,000 college students.

Marjorie Anne Schnepf, Decatur, Indiana

The Illeen Bullis Campbell Prize of \$10.00 is an annual award for excellence in the field of history.

Florence Spuehler, Chicago, Illinois

The Samuel James Campbell Trophy is awarded to the best athlete of the year. It is granted to a member of the graduating classes who has been active in at least four major sports and who has consistently shown high ideals of sportsmanship.

Joan Catlin, Maroa, Illinois

The Anne McKnight Vocal Award is presented each year to the student who has made the most progress in singing. This is an award of \$15.00.

Janis Grimes, Boone, Iowa

The honor of having her name engraved on the Pro Musica Shield is given this year to the member of the club most proficient in cornet.

Lois Burrack, Monticello, Iowa

The Schwing Piano Award of \$10.00 is given each year to a student who has done excellent work in piano.

JoAnne Schmidt, Davenport, Iowa.

The Dramatic Club Award is for excellence in play production. The name of the student, selected by a joint committee of faculty and Dramatic Club members, is engraved on the silver plaque which hangs in the speech room.

Audrey DeCou, Woodbine, Iowa.

The Martha Barnhart Hoffman Prize of \$10.00 is awarded to the student who does the best work in interpretative reading.

Marilyn Zaremski, Los Angeles, California.

The Frances Shimer Record presents a prize of \$10.00 to the student who has done the best work in creative writing.

Joanne Frazier, Detroit, Michigan.

The Phi Theta Kappa Scholastic Award of \$10.00 is presented each year to the college junior who has had the highest scholastic standing for the year. Phi Theta Kappa is a National Junior College Honor Society established at Shimer in 1932.

Nancy Schermerhorn, LaSalle, Illinois.

On recommendation of the faculty, a scholarship of \$150.00, available for two years, is granted to two Frances Shimer students who have completed the work of the lower division, in recognition of their personal qualities and scholastic ability.

Jo Ann Johnson, Chicago, Illinois.

Katherine Phillips, Des Moines, Iowa.

A similar scholarship of \$150 is awarded to an upper division student.

Betty Jo Guyan, Monticello, Iowa.

The Chicago Alumnae Scholarship of \$150.00 is awarded each year to a junior who has been outstanding in ability and in personal qualities.

Cleone Lemcke, Oak Park, Illinois.

Scholastic Honors are awarded to the following students:

Upper Division—Carolyn Berkstresser, Betty Jo Guyan, Nancy Schermerhorn, Katherine Coney, Reva Hatch, Audrey DeCou, Catherine Russell.

Lower Division—*Patricia Bruning, Donna Klingbiel, Katherine Phillips, Carol Spiering, Mary Hoyt, Mary Lane, Ruth Rozumoff, Margaret Nehls, JoAnn Johnson, Manabu Shibuya.

Membership in the Junior College scholastic honor society, Phi Theta Kappa, is limited to 10 per cent of the student body who stand in the upper tenth of the college. Members elected this year were: Carolyn Berkstresser, Betty Jo Guyan, Catherine Russell, Katherine Coney, Reva Hatch, Nancy Schermerhorn, Audrey DeCou, Nellie Ruiz.

The McKnight-Dearborn Scholarship

The McKnight-Dearborn scholarship, presented in 1943 by Mr. and Mrs. W. A. McKnight of Aurora, is awarded at the beginning of the second semester to an unusually talented student in the Voice Department. This scholarship was awarded in 1943 to Ann Bowman; in 1944 to Patricia Doud; in 1945 to Barbara Roese; in 1946 to Janis Grimes.

**Preparatory Student.*

CALENDAR OF MAJOR EVENTS

1946-1947

SEPTEMBER

12-14	Faculty orientation.
16-18	Registration and orientation of new students.
18-19	Registration of old students.
19, Thursday	Opening convocation; Y.W.C.A. Tea.
20, Friday	Travel Talk, Mrs. Chas. R. Walgreen
20, Saturday	Who's Who Party, Y.W.C.A.
22, Sunday	College Day, Dr. William Nelson Lyons.
28, Saturday	Student Stunt Night.

OCTOBER

4, Friday	Concert, Master Singers Male Quartet.
11, Friday	Fine Arts Lecture, Miss A. Beth Hostetter.
18, Friday	Humanities Lecture, Dean L. Albert Wilson.
19, Saturday	Play Day.
25, Friday	Social Science Lecture, Harland H. Allen.
26, Saturday	Informal Hallowe'en Dance.

NOVEMBER

1, Friday	Applied Arts Lecture, Dr. Ruth Church.
8, Friday	Piano Recital, Miss Elizabeth Graves.
14, Thursday	Mid-semester exams.
14-16	Conference on Marriage and the Home.
16, Saturday	Junior Class Prom.
22, Friday	Hockey Game; Natural Science Lecture, M. W. Welch.
23, Saturday	Green Curtain Play.
27, Wednesday	Thanksgiving week end begins 4:00 p.m.

DECEMBER

1, Sunday	Thanksgiving week end ends 11:00 p.m.
7, Saturday	Y.W.C.A. Bazaar.
13, Friday	Lecture, Lawrence Lew.
15, Sunday	Christmas Pageant.
18, Wednesday	Christmas Party.
20, Friday	Christmas Vacation begins 4:00 p.m.

JANUARY

5, Sunday	Christmas Vacation ends 11:00 p.m.
10, Friday	"Living Literature," Hedley Hepworth.
17, Friday	Swimming Meet.
18, Saturday	Basketball Game.

24, Friday Conservatory Recital.
25, Saturday Faculty Stunt Night.
27-31 Semester Examinations.

FEBRUARY

7, Friday Lecture, Mrs. Aimee C. Buchanan.
8, Saturday Folk Dancing, Mr. and Mrs. Paul Dunsing.
14, Friday Humanities Lecture, Dr. William Nelson Lyons.
15, Saturday Sophomore Dinner Dance.
20-23 Religion in Life Conference.

MARCH

1, Saturday Luther College Concert Band.
5-20 Early Spring Vacation.
22, Saturday Voice Recital, Mme. Gilderoy Scott
26, Wednesday Folk Plays, Rayner Sisters.
29, Saturday Basketball Games.

APRIL

4, Friday Lecture, Hubert Liang.
6, Sunday Easter Pageant
8, Tuesday Lecture, Miss Luciana Ribet, World Student Service
Fund.
8-11 Mid-semester exams.
18, Friday Recital, Miss Graves, Miss Eby, Miss Thorson.
25, Friday Lecture, Miss Hazel Manning.
26, Saturday Green Curtain Play
27, Sunday Dad's Day.

MAY

2, Friday Lecture, Cleveland Grant.
3, Saturday Recital, Joanne Schmidt and Jan Grimes.
6, Tuesday Lecture, O. J. Goulter.
9, Friday Houston Symphony String Quartet.
10, Saturday Founder's Day Picnic.
11, Sunday Founder's Day Birthday Party.
16, Friday Glee Club Concert.
17, Saturday Senior Prom.
24, Saturday May Fete; Recital, Miss Louise Mangan.
25, Sunday Horse Show, Glengarry Farm.
30, Friday Recital, Donna Klingbiel and Lynn Cuthbertson.

JUNE

2-5 Semester Examinations.
6, Friday Student-Faculty Prom.
7, Saturday Alumnae Day, Class Day, Conservatory Recital,
Library Sing.
8, Sunday 94th Annual Commencement.
Baccalaureate Speaker, Dr. Luther Wesley Smith
Commencement Speaker, Dr. Ben Cherrington

NATIONAL ALUMNAE ASSOCIATION

The National Alumnae Association unites the thousands of Frances Shimer graduates and former students through the common bond of their interest in Alma Mater. Its aims are to promote alumnae activities, and to further the organization of local alumnae chapters in various parts of the country.

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REGISTER OF STUDENTS

FOR THE YEAR 1946 - 1947

GRADUATES, JUNE, 1946

Upper Division

Avery, Suzanne Edith	Chicago, Illinois
Bennett, Eva Eleanor	Summit, New Jersey
Bogue, Ramona	Rochelle, Illinois
Burrack, Lois Rhoda	Monticello, Iowa
Cahill, Dorothy Margaret	Milwaukee, Wisconsin
Dauphin, Arlene Kathryn	Savanna, Illinois
DeCou, Audrey Ellen	Woodbine, Iowa
Elgear, Gertrude Blough	Detroit, Michigan
Foster, Alice J.	Sheboygan, Wisconsin
Garlough, Mary Janet	Rocky River, Ohio
Gregerson, Lois Marie	Mason City, Iowa
King, Nancy Ruth	Chicago, Illinois
Knapp, Peggy Darlene	Maywood, Illinois
Maypole, Shirley Janet	River Forest, Illinois
Miles, Marilyn Jeanne	Oak Park, Illinois
Myers, Marilyn	Elmhurst, Illinois
Nedry, Adele Minette	Chicago, Illinois
Rozumoff, Rosalie G.	Racine, Wisconsin
Schnepf, Marjorie Anne	Decatur, Indiana
Stoll, Gertrude Ellen	Wauwatosa, Wisconsin
Tice, Marjorie Barbara	Oak Park, Illinois
Turnbull, Mary Darlene	Park Ridge, Illinois
Weidler, Betty Jayne	Park Ridge, Illinois
Wimmer, Mary Jean	Cuba City, Wisconsin

Lower Division

Albert, Eleanor Naomi	Galesburg, Illinois
Beatty, Jacqueline May	Grosse Pointe, Michigan
Becker, Sara Clarke	Papillion, Nebraska
Berry, Bernita Carol	Lake Forest, Illinois
Boyle, Patricia Flo	Rochelle, Illinois
Breck, Eleanor Frances	Chicago, Illinois
Byers, Gail Adrienne	Port Huron, Michigan
Catlin, Joanne	Maroa, Illinois
Clark, Anne DeGolyer	Cincinnati, Ohio
Day, Patricia Louise	Arlington Heights, Illinois
Dickson, Marjorie Jane	Battle Creek, Michigan
Dry, Lois Jane	Chicago, Illinois
Dukelow, Alyce	Grand Rapids, Minnesota
Elliott, Madlyn Marie	Indianapolis, Indiana
Ericson, Phyllis Regina	St. Charles, Illinois

Felker, Charlotte Tyree	Webster Groves, Missouri
Fischer, Ruth Marie	Belvidere, Illinois
Gensheimer, Jeanne Phyllis	Hammond, Indiana
Geroy, Duan Marian	Downers Grove, Illinois
Goble, Eleanore Bennette	Glen Ellyn, Illinois
Goldberg, Evelyn Lenora	Cincinnati, Ohio
Grady, Betty Jane	Elkhart, Indiana
Gross, Jeanne Margaret	Minneapolis, Minnesota
Haeger, Phyllis Marianna	LaGrange, Illinois
Hardt, Marilyn Suzanne	Chicago, Illinois
Harrington, Alice	Chicago, Illinois
Johnson, JoAnn	Chicago, Illinois
Kent, Marie Elaine	Barrington, Illinois
Lentz, Barbara Jeanne	Long Beach, California
Mohr, Joan Elizabeth	Green Bay, Wisconsin
Montag, Rita Fay	Chicago, Illinois
Phillips, Katherine Gilmore	Des Moines, Iowa
Pickett, Camille Desha	Highland Park, Illinois
Potter, Elizabeth	LaRose, Illinois
Rozumoff, Ruth	Racine, Wisconsin
Shibuya, Manabu	Mountain View, California
Smith, Barbara	Anamosa, Iowa
Stowell, Barbara	Aurora, Illinois
Tyner, Joan	Crystal Lake, Illinois
VanDyke, Mary Elizabeth	Plainfield, Illinois
Vladeff, Sonia Jane	Mt. Clemens, Michigan
Voigt, Joan	Rocky River, Ohio
Williams, Caroline Anne	Chicago, Illinois
Williams, Patricia Ann	Chicago, Illinois
Wolin, Victoria Ann	Des Moines, Iowa
Zaremski, Marilyn Jo	Los Angeles, California
Zipprich, Donna Marie	Milwaukee, Wisconsin

REGISTER OF STUDENTS, 1946-1947

Senior Class

Berkstresser, Carolyn	Mount Carroll, Illinois
Bovee, Phyllis	Cozad, Nebraska
Brewer, Constance	Battle Creek, Michigan
Brink, Janice	Gary, Indiana
Bull, Mary	Birmingham, Michigan
Coffield, Janice	South Bend, Indiana
Coney, Katherine	Waukegan, Illinois
Collen, Jean	Chicago, Illinois
Cuthbertson, Marilyn	Flint, Michigan
Dolbeare, Sarah	Grand Rapids, Michigan
Foster, Corinne	Chicago, Illinois
Grimes, Janis	Boone, Iowa
Gunter, Doris	Rockford, Illinois
Guyan, Betty Jo	Monticello, Iowa
Harrington, Betty Ann	Lyndon, Illinois
Heinemann, Millida	Chicago, Illinois

Hicks, Susan	Grosse Pointe, Michigan
Hopp, Lois	Detroit, Michigan
Hitchcock, Dorothy	Milwaukee, Wisconsin
Kepler, Shirley	Gary, Indiana
Klemme, Joyce	Belleville, Illinois
Lemcke, Cleone	Oak Park, Illinois
Limbert, Margaret	Independence, Iowa
Lindgren, Patricia	Batavia, Illinois
Maitzen, Virginia	Rockford, Illinois
Moore, Jeanne	Sterling, Illinois
Neathery, Sue	Hoopeston, Illinois
Ortman, Elaine	Evanston, Illinois
Osterbusch, Charlotte	Wheaton, Illinois
Pederson, Harriet	Chicago, Illinois
Phillips, Katherine	Des Moines, Iowa
Quail, Jeanne	Grosse Pointe, Michigan
Redmond, Helen	Grosse Pointe, Michigan
Russell, Catherine	Medford, Wisconsin
Sawyer, Nancie	Milwaukee, Wisconsin
Schmidt, JoAnne	Davenport, Iowa
Schoening, Dona	Mount Carroll, Illinois
Schreiner, Janet	Mount Carroll, Illinois
Shreffler, Mary	Shelby, Ohio
Sisler, Jenell	Mount Carroll, Illinois
Spinti, Jeanne	Milwaukee, Wisconsin
Spuehler, Florence	Chicago, Illinois
Stephens, Diane	Park Ridge, Illinois
Stoll, Marian	Chicago, Illinois
Stone, Carol	Lombard, Illinois
Styles, Ellen	Detroit, Michigan
Tremaine, Joan	Flint, Michigan
Wain, Daisy	Moulmein, Burma
Wilhelms, DeLores	Shannon, Illinois
Wycoff, Robah	Laura, Illinois

Junior Class

Adams, Charles	Dixon, Illinois
Aivazzadeh, Daisy	Chicago, Illinois
Aitken, Kathleen	Merrill, Iowa
Altenbern, John	Savanna, Illinois
Altfield, Shirley	Milwaukee, Wisconsin
Anderson, Meryl	Lake Bluff, Illinois
Baker, Albert	Dixon, Illinois
Barnhart, George	Dixon, Illinois
Becker, Kenneth	Morrison, Illinois
Bendt, Elizabeth	Clear Lake, Iowa
Boddy, Marion	Maywood, Illinois
Borts, Evelyn	Tipton, Iowa
Boughton, Patricia	Eagle Grove, Iowa
Boyd, Marion	Emmetsburg, Iowa
Brakke, Kathryn	Cylinder, Iowa
Brauneis, Jeanette	Faribault, Minnesota
Breck, Eleanor	Chicago, Illinois

Brudi, Marilyn
 Bull, Eugene
 Carpenter, Mary
 Cavanaugh, Robert
 Chase, Virginia
 Cherrington, Ann
 Christensen, Shirley
 Clarke, Harry
 Claus, Mary Ruth
 Colburn, Alice
 Collins, Robert
 Coon, Joan
 Corlett, Marilyn
 Cottral, Robert
 Countryman, Richard
 Crete, Ray
 Daly, Delores
 Darrigrand, Nannette
 Davidson, John
 Davis, Charlotte
 Day, Patricia
 Dixon, Lois
 Dodge, Barbara
 Dohrmann, Mary Lou
 Drager, Bessie Lou
 Dunbar, John
 Durner, Mary E.
 Eichenauer, Jane Lee
 Engler, Wanda Lee
 Fehrs, Dorothea
 Fincher, Barbara
 Flack, Eugene
 Forrer, Rosalie
 Garkey, Betty
 Gates, Barbara
 Georges, Charmaine
 Geroy, Duan
 Gilpin, Patricia
 Goetz, Marguerite
 Gold, Barbara
 Grady, Betty
 Green, Edward
 Haeger, Phyllis
 Hanson, John
 Hardt, Marilyn
 Harrington, Alice
 Harrison, Dean
 Harvey, Shirley
 Hay, Virginia
 Hemmingsen, Mary Ann
 Hills, Dorothy
 Hoak, June
 Horton, Kathryn
 Huxsol, Rhoda
 Isenhardt, Vernon

Mount Carroll, Illinois ✓
 Thomson, Illinois —
 Des Moines, Iowa
 Clinton, Iowa —
 Des Moines, Iowa
 Denver, Colorado
 Mt. Pulaski, Illinois
 Savanna, Illinois —
 Fort Logan, Colorado
 Glenview, Illinois
 Morrison, Illinois —
 Winthrop Harbor, Illinois
 Battle Creek, Michigan
 Savanna, Illinois —
 Dixon, Illinois —
 Morrison, Illinois —
 Bensenville, Illinois
 Albert Lea, Minnesota
 Savanna, Illinois —
 Mount Carroll, Illinois ✓
 Arlington Heights, Illinois
 Mount Carroll, Illinois ✓
 Des Moines, Iowa
 Latimer, Iowa
 Kirkland, Illinois
 Dixon, Illinois —
 Monroe, Wisconsin
 West Liberty, Iowa
 Belleville, Illinois
 Woodhaven, New York
 Grand Rapids, Michigan
 Thomson, Illinois —
 Milwaukee, Wisconsin
 Leaf River, Illinois
 Ann Arbor, Michigan
 Chicago, Illinois
 Downers Grove, Illinois
 Carmi, Illinois
 Elroy, Illinois
 Minneapolis, Minnesota
 Elkhart, Indiana
 Mount Carroll, Illinois —
 LaGrange, Illinois
 Savanna, Illinois —
 Chicago, Illinois
 Chicago, Illinois
 Dixon, Illinois —
 Burt, Iowa
 Des Moines, Iowa
 Belmond, Iowa
 Oregon, Illinois
 Lanark, Illinois —
 Des Moines, Iowa
 Charles City, Iowa
 Savanna, Illinois —

Jenkins, Jane	Menasha, Wisconsin
Jensen, Helen	Centerville, Iowa
Kaufman, Vernon	Thomson, Illinois
Kent, Marie	Chicago, Illinois
Kipnis, Robert	Mount Carroll, Illinois
Klein, Jeanne	Chicago, Illinois
Kline, Sally	Milwaukee, Wisconsin
Knodle, Margaret	Marshalltown, Iowa
Krause, Anne	Hinsdale, Illinois
Kruse, Joan	Blue Island, Illinois
Lannin, Thomas	Chicago, Illinois
LeSota, Gloria	Downers Grove, Illinois
McCracken, Shirley	Pleasant Ridge, Michigan
Martin, Lois	West Union, Iowa
Miller, Pearl	Itasca, Illinois
Mills, Benjamin	Savanna, Illinois
Mitchell, Lauren	Thomson, Illinois
Mohr, Joan	Green Bay, Wisconsin
Morton, Jeanne	Milwaukee, Wisconsin
Mott, Anita Mary	Hampton, Iowa
Murney, Edgar	Mount Carroll, Illinois
Muse, Jeanene	Chicago, Illinois
Neilson, Dolores	Chicago, Illinois
Newell, Nancy	Chicago, Illinois
Neufeld, Joan	Chicago, Illinois
Norris, Mary	Riverside, Illinois
O'Neal, Terrance	Savanna, Illinois
Owens, William	Dixon, Illinois
Paul, Marilyn	Chicago, Illinois
Pennington, Edith Kay	Oak Park, Illinois
Petmezas, Diane	Chicago, Illinois
Redfearn, Patricia	Chicago, Illinois
Reid, Virginia	Columbia, Missouri
Roberts, Mary K.	Fort Dodge, Iowa
Ruggles, Ann	Oak Park, Illinois
Sampson, Doris	Sioux Falls, South Dakota
Schaut, Myra	Mount Carroll, Illinois
Schneider, Doris	Mount Carroll, Illinois
Schoen, Priscilla	Brookfield, Illinois
Semling, Miriam	Merrill, Wisconsin
Senneff, Patricia	Britt, Iowa
Schweger, Shirley	Ashland City, Tennessee
Shores, Burrell	Savanna, Illinois
Smith, David	Mount Carroll, Illinois
Smith, Elmer	Dixon, Illinois
Sorby, Arlene	Rockford, Illinois
Spangler, Eleanor	Independence, Iowa
Spengler, Margaret	Cleveland Heights, Ohio
Star, Shirley	Battle Creek, Michigan
Stevens, Paul	Savanna, Illinois
Stewart, Marilyn	Rockford, Illinois
Straitt, Robert	Savanna, Illinois
Stratton, Marilyn	Richland, Michigan
Suits, William	Galesburg, Illinois

Trusedell, Sue
 Tyner, Joan
 Van Nuys, John
 Vladeff, Sonia
 Voigt, Joan
 Voreck, Carolyn
 Walker, Corrinne
 Whisler, Wayne
 White, Donna
 White, Patricia
 Wilkinson, Betty
 Wilson, Pearl
 Wimmer, Gretchen
 Winters, Barbara
 Withhart, Joseph
 Wolin, Victoria
 Zemke, Leo
 Zier, Joyce
 Zipprich, Donna

Flint, Michigan
 Lake Forest, Illinois
 Dixon, Illinois
 Mt. Clemens, Michigan
 Rocky River, Ohio
 Charles City, Iowa
 Mount Carroll, Illinois
 Savanna, Illinois
 Chicago, Illinois
 Blue Island, Illinois
 San Antonio, Texas
 Casselton, North Dakota
 Cuba City, Wisconsin
 Oak Park, Illinois
 Savanna, Illinois
 Des Moines, Iowa
 Mount Carroll, Illinois
 Shannon, Illinois
 Milwaukee, Wisconsin

Sophomore Class

Albert, Eleanor
 Allen, Rolaine
 Baas, Lorraine
 Birkner, Barbara
 Boswell, Jane
 Brizzaie, Joan
 Burt, Shirley
 Cannon, Carol
 Caparros, Dee
 Carlson, Raymond
 Chabut, Jeanne
 Chabut, Joanne
 Chamberlain, Claire
 Davis, LeClaire
 Dexter, Beatrice
 Doppelt, Claire
 Drost, Barbara
 Dworkus, Audrey
 Eikel, Betty
 Elder, Sally
 Evans, Betty
 Fox, Rosanna
 Fox, Ruth
 Franklin, Nancy
 Galley, Joyce
 Goss, Doreen
 Greier, Dorothy
 Grundfest, Barbara
 Gunnerud, Margaret
 Handel, Sara Jean
 Hansen, Jacqueline
 Harkins, Nancy

Galesburg, Illinois
 Chicago, Illinois
 Milwaukee, Wisconsin
 Chicago, Illinois
 Kirkwood, Missouri
 Chicago, Illinois
 Urbana, Illinois
 Oak Park, Illinois
 East Chicago, Indiana
 Savanna, Illinois
 Jackson, Michigan
 Jackson, Michigan
 Chicago, Illinois
 Plainfield, Illinois
 Ashland, Wisconsin
 Chicago, Illinois
 Chicago, Illinois
 Milwaukee, Wisconsin
 Sherman, Texas
 Bryan, Ohio
 Greencastle, Indiana
 Indianapolis, Indiana
 Kewanee, Illinois
 Delmar, Iowa
 Cincinnati, Ohio
 Chicago, Illinois
 Elizabeth, Illinois
 Little Rock, Arkansas
 Rugby, North Dakota
 Chicago, Illinois
 Omaha, Nebraska
 Wauwatosa, Wisconsin

Harper, Harriet	North Branch, Michigan
Hine, Kathryn	Detroit, Michigan
Howell, Sally	Evanston, Illinois
Hoyt, Mary	Elburn, Illinois
Jansey, Berthan	Riverside, Illinois
Kasten, Dorothy	Saugatuck, Michigan
Kenyon, Barbara	Palatine, Illinois
Kinnier, Althea	Albion, Nebraska
Klingbiel, Donna	East Moline, Illinois
Lahs, Patricia	Mexico, Missouri
Laird, Donna	Chicago, Illinois
Lane, Mary Dana	Poultney, Vermont
LaPointe, Corinne	Northfield, Minnesota
Lew, Patsy	Shanghai, China
Lipton, Suzanne	Chicago, Illinois
McMillan, Jean	Chicago, Illinois
Mapes, Joy	Munster, Indiana
Marshall, Joan	St. Charles, Illinois
Martwick, Joan	Riverside, Illinois
Massee, Gerald	Dixon, Illinois
Milles, Jean	Chicago, Illinois
Morss, Priscilla	Elgin, Illinois
Nehls, Margaret	Chicago, Illinois
Pearsall, Virginia	Des Moines, Iowa
Queeney, Dare	Hinsdale, Illinois
Raber, June	Chicago, Illinois
Rechter, Betty Jo	Herrin, Illinois
Rehmann, Frances	Des Moines, Iowa
Rendall, Mary	Morrison, Illinois
Riegel, Joan	Oshkosh, Wisconsin
Rosenow, Marjorie	Chicago, Illinois
Russell, Dorothy	Pittsburgh, Pennsylvania
Sturtevant, Jone	Evanston, Illinois
Steinberg, Sylvia	Chicago, Illinois
Schuster, June	Milwaukee, Wisconsin
Sensiba, Sue	Chicago, Illinois
Shaddle, Alice	Plano, Illinois
Slocum, Betty	Milwaukee, Wisconsin
Smith, Donna Jean	East Chicago, Indiana
Soboda, Nancy	Cedar Rapids, Iowa
Speiring, Carol	Chicago, Illinois
Swanson, Shirley	Rockford, Illinois
Thompson, Ruth	Ashtabula, Ohio
Tugaw, Jeanne	Wilmette, Illinois
Wake, Margaret	Bloomington, Illinois
Walther, Barbara	Wilmette, Illinois
Wenninger, Nancy	Milwaukee, Wisconsin
Winett, Olive	Chicago, Illinois
Wolff, June	Toledo, Ohio
Yellin, Marcella	Chicago, Illinois
Zurndorfer, Dorothy	Chicago, Illinois

Freshman Class

Amsden, Sally	Webster City, Iowa
Beach, Bette	Oak Park, Illinois
Blount, Joyanne	Macomb, Illinois
Bruning, Patricia	Chicago, Illinois
Chappel, Julianne	Rockford, Illinois
Cramer, Mary Lou	Grand Junction, Colorado
Fisher, Margaret Ann	Appleton, Wisconsin
Franz, Joan	St. Louis, Missouri
Frazier, Jeanne	Detroit, Michigan
Gilbert, Jean	Evanston, Illinois
Goldberg, Audrey	Chicago, Illinois
Greenlees, Janet	Urbana, Illinois
Hatch, Nancy	Evanston, Illinois
Jones, Carolyn	Oshkosh, Wisconsin
Keech, Virginia	Springfield, Illinois
Koss, Annette	Madison, Wisconsin
Lerdrup, Delores	San Francisco, California
Lynn, Norma	Savanna, Illinois ✓
Mabie, Jeanne	Evanston, Illinois
McClaghry, Nancy	Whiting, Indiana
Moon, Martha	Rocky Pines, Ohio
Neal, Helen	Franklin Park, Illinois
Nelson, Alice	Berwyn, Illinois
Peters, Joy	Chicago, Illinois
Pruskauer, Myrna	Chicago, Illinois
Pruskauer, Riki	Chicago, Illinois
Rea, Georganne	Centralia, Illinois
Richardson, Alice	Pleasant Valley, Iowa
Richie, Delores	Palmyra, Illinois
Rolfing, Joanne	Wilmette, Illinois
Rothrock, Jean	Cucuta, Colombia, South America
Schnellbaecher, Lois	Milwaukee, Wisconsin
Scott, Sally	Chicago, Illinois
Shinn, Shelia	Chicago, Illinois
Spertus, Jeanne	Highland Park, Illinois
Strain, Mary	Chicago, Illinois
Tolman, Alida	Chicago, Illinois
Wales, Diane	St. Charles, Illinois
Welton, Mary Frances	Big Rock, Illinois
Williams, Joy Ann	Palatine, Illinois
Wright, Margaret Jane	Greenville, Ohio
Zook, Mary Lou	Lenoir, North Carolina

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ENDOWMENTS

Frances Shimer College is now undertaking a Development Program to enlarge its educational scope and resources. It appeals to friends to be mindful of the varied services which the college has rendered to the cause of the education of young women for a period now approaching a century.

Gifts and bequests for scholarships will aid worthy young women who are not wholly able financially to secure an education. A relatively small amount of money invested for such purposes makes returns far in excess of its market measure or value. The college welcomes the opportunity to become stewards of such funds, and to aid private individuals and friends to realize, in human satisfaction, the greatest rewards from their gifts.

FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$_____ to be invested for the permanent endowment of the Academy.

FORM OF BEQUEST FOR SCHOLARSHIP

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$_____ to be invested and called the _____ Scholarship.

FORM OF BEQUEST FOR GENERAL PURPOSES

I bequeath to my executors the sum of _____ dollars, in trust, to pay over the same _____ days after my decease, to the person who, when the sum is payable, shall act as Treasurer of Frances Shimer Academy of the University of Chicago, located in Mount Carroll, Illinois, to be applied to the uses and purposes of said Institution as directed by its Trustees.
(This form may be used for bequests for endowment and scholarship purposes also.)

FRANCES SHIMER COLLEGE

MT. CARROLL, ILLINOIS

APPLICATION FOR ADMISSION

In accordance with the terms and regulations of the Catalog, I hereby make application for admission at FRANCES SHIMER COLLEGE, for the semester beginning _____, 194 ____.

I enclose a room deposit of \$20.00 with check (or money order) made payable to FRANCES SHIMER COLLEGE.*

Name _____

Address _____

(Street number, city, state)

Date of birth _____

(Year, month, day)

Church preference _____

Years completed in high school _____

Units obtained _____

High school last attended _____

(Address)

REFERENCES:

School reference _____

(Principal of high school or dean of girls)

Address _____

Character reference _____

(Teacher, minister, or persons who know you well)

Address _____

Character reference _____

Address _____

Name of parent or guardian _____

Parent's position and business address _____

Business reference _____

(Preferably a bank)

Send bills to _____

(Name)

(Address)

Send reports to _____

(Name)

(Address)

*NOTE: The application will be accepted when your credentials are received and approved. If accepted, the above sum is to be retained by the College as a property damage deposit, the unused portion to be returned at the close of the current school year. The deposit will be returned to the applicant if it is found that she does not meet the requirements for entrance. If for any reason withdrawal becomes necessary, the deposit will be refunded provided notification in writing is received before July 1st and January 1st, for the first and second semesters respectively.

Date _____

, 194 ____

Signed _____

(Student)

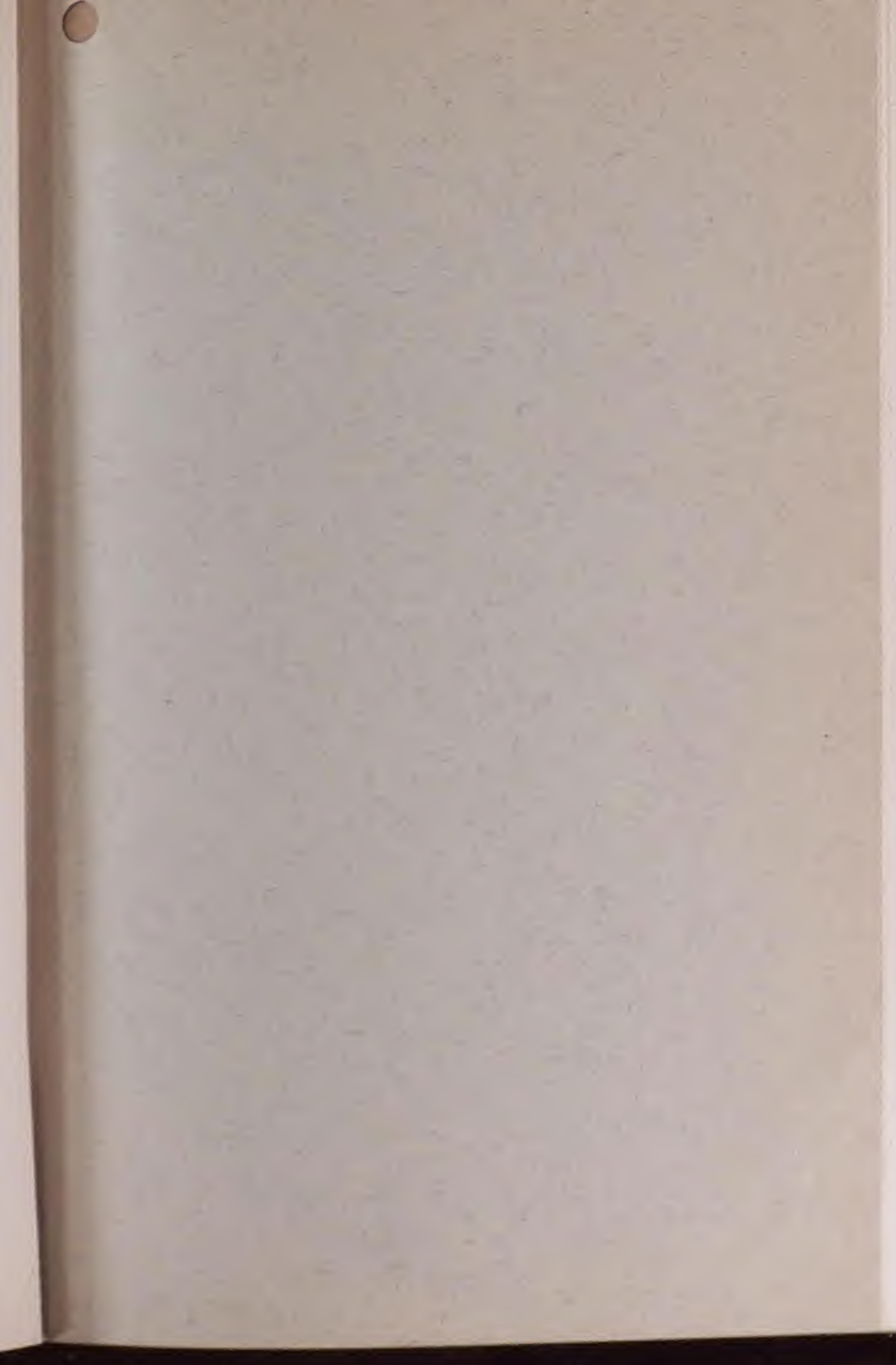
Signed _____

(Counselor)

Signed _____

(Parent or guardian)





FRANCES SHIMER COLLEGE

MOUNT CARROLL, ILLINOIS